



Union High School District

**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

Board of Trustees
Joyce Dalessandro
Linda Friedman
Barbara Groth
Beth Hergesheimer
Deanna Rich

Superintendent
Ken Noah

**THURSDAY, JANUARY 15, 2009
6:30 PM**

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

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

PUBLIC COMMENTS

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

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

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for 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, and/or at the district office. Please call (760) 753-6491 ext 5548 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.

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

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

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

AGENDA

**JANUARY 15, 2009
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 5:30 PM
- 2. **CLOSED SESSION** **5:31 PM**
 - A. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
 - B. Conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (3)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
 - C. Conference with legal counsel to discuss current and/or potential litigation, pursuant to Government Code Sections 54956.9(b)(3)(A), (D), and (E).
 - D. Consideration and/or deliberation of student discipline matters. (3 cases)

3. REGULAR MEETING / OPEN SESSION 6:30 PM

- 4. PLEDGE OF ALLEGIANCE
- 5. REPORT OUT OF CLOSED SESSION
- 6. APPROVAL OF MINUTES OF THE REGULAR BOARD MEETING OF DECEMBER 11, 2008.
Motion by _____, second by _____, to approve the Minutes of the December Board Meeting, as shown in the attached supplement.

NON-ACTION ITEMS (ITEMS 7 - 10)

- 7. SCHOOL REPORTS AND UPDATESSTUDENT BOARD MEMBERS
- 8. BOARD REPORTS AND UPDATES BOARD OF TRUSTEES
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS AND LEGISLATIVE UPDATESKEN NOAH
- 10. TORREY PINES HIGH SCHOOL UPDATEBRETT KILLEEN, PRINCIPAL

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

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

11. SUPERINTENDENT

A. ACCEPTANCE OF GIFTS AND DONATIONS

Acceptance of Gifts and Donations received, as shown in the attached supplement.

B. APPROVAL OF FIELD TRIP REQUESTS

Approval of all Field Trip Requests submitted, as shown in the attached supplement.

12. HUMAN RESOURCES

A. APPROVAL OF 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.

B. APPROVAL/RATIFICATION OF AGREEMENTS

No Agreements Submitted

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Achieve! Data Solutions, LLC to provide Data Director System software for data warehousing and management, during the period December 19, 2008 through December 18, 2011, for an approximate annual amount of \$83,143.00, to be expended from the General Fund/Restricted 06-00.

B. APPROVAL OF CONSOLIDATED APPLICATION FOR CATEGORICAL PROGRAMS (PART II)

1. Approve the submission of the Consolidated Application for Categorical Programs, Part II, for 2008-2009, as shown in the attached supplement.

14. PUPIL SERVICES

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

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

1. AccentCare Home Health of California, Inc., during the period January 5, 2009 through June 30, 2009.
2. C.A.R.E.S. – Center for Autism Research Evaluation and Services, during the period November 15, 2008 through June 30, 2009.

B. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Amy Moss, MA, OTR/L to provide occupational therapy (OT) and interactive metronome (IM) therapy assessments, during the period November 1, 2008 through June 30, 2009, at the rate of \$300.00 for initial OT evaluation, \$75.00 per hour for OT therapy, and \$150.00 per IM evaluation/assessment report, to be expended from the General Fund/Restricted 06-00.

C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

No Agreements Submitted

15. BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Cathedral Catholic High School for lease of facilities for Canyon Crest Academy Girls Water Polo, during the period November 17, 2008 through February 20, 2009, at the rate of \$7.00 per lane, to be paid for by the Canyon Crest Academy Foundation.
2. School Services of California, Inc. to provide the District with fiscal and mandated cost claims services and the CADIE and SABRE reports, during the period January 1, 2009 through December 31, 2009, for an amount not to exceed \$3,600.00 plus expenses, to be expended from the General Fund 03-00.
3. En Pointe Technologies for Microsoft Office master school subscription license agreement for all district computers, during the period December 31, 2008 through December 31, 2009, for an amount of \$96,190.21, to be expended from the General Fund 03-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Douglas E. Barnhart, Inc. amending the lease-leaseback agreement to remove Sunset (Continuation) High School from the scope of work, as noted in the attached document.

C. AWARD OF CONTRACTS

No Contracts Submitted

D. APPROVAL OF CHANGE ORDERS

No Change Orders Submitted

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

No Construction Projects Submitted

F. ACCEPTANCE OF 2007-08 ANNUAL AUDIT REPORT

Accept the 2007-08 Annual Audit of the San Dieguito Union High School District, as prepared by Wilkinson, Hadley, King & Co. LLP and shown in the attached supplement.

G. APPROVAL OF BUSINESS REPORTS

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

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

<u>Board of Trustees:</u> ____ Joyce Dalessandro ____ Linda Friedman ____ Barbara Groth ____ Beth Hergesheimer ____ Deanna Rich	<u>Student Board Members:</u> ____ Meredith Adams, La Costa Canyon ____ Chloe Deis-Groff, San Dieguito Academy ____ Isabelle Giap, Canyon Crest Academy ____ Ilana Newman, Torrey Pines ____ Morgan Scott, Sunset
--	--

DISCUSSION / ACTION ITEMS..... (ITEMS 16 - 19)

- 16. ADOPTION OF RESOLUTION / CALLE BARCELONA "OUTDOOR ENVIRONMENTAL LABORATORY"
Motion by _____, second by _____, to adopt the Resolution designating the Calle Barcelona site as an interim outdoor environmental laboratory, as shown in the attached supplement.
- 17. APPROVAL OF THE SINGLE PLANS FOR STUDENT ACHIEVEMENT FOR EACH SITE
Motion by _____, second by _____, to approve the Single Plans for Student Achievement, as shown in the attached supplement.
- 18. ADOPTION OF RESOLUTION / REPORT ON STATUTORY SCHOOL FEES AND FINDINGS 2007-2008
 - A. PUBLIC HEARING
 - B. ADOPTION OF RESOLUTION
Motion by _____, second by _____, to adopt the Resolution regarding Statutory School Fees and Report for fiscal year 2007-2008, and Findings in compliance with Government Code sections 66006 and 66001, as shown in the attached supplements.
- 19. PROPOSED REVISION TO BOARD POLICY 2420.1 / 4320.1, "DESIGNATION OF MANAGEMENT POSITIONS"
Motion by _____, second by _____, to approve the proposed revision to Board Policy 2420.1 / 4320.1, as shown in the attached supplement.

INFORMATION ITEMS..... (ITEMS 20 - 28)

- 20. PROPOSED REVISION TO BOARD POLICIES 5118 & 5118/AR-1, "ATTENDANCE OF NON-RESIDENTS/INTERDISTRICT ATTENDANCE"
This item is being submitting for the first reading and will be resubmitted to the Board for approval on February 5, 2009.
- 21. BUSINESS SERVICES UPDATESTEVE MA, ASSOCIATE SUPERINTENDENT
- 22. HUMAN RESOURCES UPDATE.....TERRY KING, ASSOCIATE SUPERINTENDENT
- 23. EDUCATIONAL SERVICES UPDATERICK SCHMITT, ASSOCIATE SUPERINTENDENT
- 24. 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)
- 25. FUTURE AGENDA ITEMS
- 26. ADJOURNMENT TO CLOSED SESSION (AS NECESSARY)

CLOSED SESSION (if required)

- A. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline/release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session*.
- B. Conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (3)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
- C. Conference with legal counsel to discuss current and/or potential litigation, pursuant to Government Code Sections 54956.9(b)(3)(A), (D), and (E).
- D. Consideration and/or deliberation of student discipline matters. (3 cases)

27. REPORT FROM CLOSED SESSION (AS NECESSARY)

28. ADJOURNMENT OF MEETING

*The next regularly scheduled Board Meeting will be held on **Thursday, February 5, 2009, at 6:30 PM** in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*



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

Board of Trustees
Joyce Dalessandro
Linda Friedman
Barbara Groth
Beth Hergesheimer
Deanna Rich

Superintendent
Ken Noah

Telephone (760) 753-6491
www.sduhsd.net

Office of the Superintendent
Fax (760) 943-3501

THURSDAY, DECEMBER 11, 2008

710 ENCINITAS BLVD
ENCINITAS, CA 92024

DISTRICT OFFICE
BOARD ROOM #101

PRELIMINARY FUNCTIONS..... (AGENDA ITEMS 1 - 5)

1. CALL TO ORDER; PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS(AGENDA ITEM 1)

President Hergesheimer called the meeting to order at 6:01 PM on Thursday December 11, 2008, to receive public comments on the Closed Session agenda items. There were no public comments presented.

2. CLOSED SESSION (AGENDA ITEM 2)

The Board convened to Closed Session at 6:02 PM to:

- A. Consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
- B. Conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (3)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
- C. Conference with legal counsel to discuss current and/or potential litigation, pursuant to Government Code Sections 54956.9(b)(3)(A), (D), and (E).
- D. Consideration and/or deliberation of student discipline matters.

OPEN SESSION / ATTENDANCE

BOARD OF TRUSTEES

Joyce Dalessandro
Linda Friedman
Barbara Groth
Beth Hergesheimer
Deanna Rich

ADMINISTRATORS

Ken Noah, Superintendent
Steve Ma, Associate Superintendent, Business
Rick Schmitt, Associate Superintendent, Educational Srvcs
Terry King, Associate Superintendent, Human Resources
Eric Dill, Executive Director, Business Services
Becky Banning, Recording Secretary

STUDENT BOARD MEMBERS

Chloe Deis-Groff, San Dieguito Academy
Isabelle Giap, Canyon Crest Academy
Ilana Newman, Torrey Pines High School
Morgan Scott, Sunset High School

3. CALL TO ORDER / SALUTE TO THE FLAG (AGENDA ITEM 3)
The regular meeting of the Board of Trustees was called to order at 6:31 PM by President Hergesheimer and Ms. Groth led the Salute to the Flag.
4. REPORT OUT OF CLOSED SESSION (AGENDA ITEM 4)
No action was taken during Closed Session.
5. APPROVAL OF MINUTES (AGENDA ITEM 5)
It was moved by Ms. Dalessandro, seconded by Ms. Friedman, that the Minutes of the Regular Board Meeting of November 13, 2008, and the Board Workshop and Special Closed Session meetings of November 18, 2008, be approved as written. **Motion unanimously carried.**

ORGANIZATION OF THE BOARD

- 6a. NOMINATION / ELECTION OF BOARD PRESIDENT
It was moved by Ms. Friedman, seconded by Ms. Rich, that nominations be closed and that Ms. Joyce Dalessandro be elected President of the Board for 2009. **Motion unanimously carried.**
- 6b. PASSING OF THE GAVEL TO THE NEWLY ELECTED PRESIDENT OF THE BOARD
Ms. Hergesheimer passed the Gavel to newly elected President, Ms. Dalessandro.
- 6c. RECOGNITION OF OUTGOING PRESIDENT
The Board presented Ms. Hergesheimer with flowers and Mr. Noah presented her with an engraved paperweight on behalf of the district in recognition of her leadership. Ms. Dalessandro facilitated the remainder of the meeting.
- 6d. ELECTION OF VICE PRESIDENT
It was moved by Ms. Rich, seconded by Ms. Groth, that nominations be closed and that Ms. Linda Friedman be elected Vice-President of the Board for 2009. **Motion unanimously carried.**
- 6e. ELECTION OF CLERK
It was moved by Ms. Hergesheimer, seconded by Ms. Friedman, that nominations be closed and that Ms. Barbara Groth be elected Clerk of the Board for 2009. **Motion unanimously carried.**
- 6f. APPOINTMENT OF BOARD REPRESENTATIVE / NORTH CITY WEST JOINT POWERS AUTHORITY
It was moved by Ms. Friedman, seconded by Ms. Groth, that Mr. Steve Ma, Associate Superintendent of Business, be appointed to serve as Board Representative to the North City West Joint Powers Authority, for 2009. **Motion unanimously carried.**
- 6g. APPOINTMENT OF ALTERNATE BOARD REPRESENTATIVE / NORTH CITY WEST JOINT POWERS AUTHORITY
It was moved by Ms. Hergesheimer, seconded by Ms. Friedman, that Superintendent Ken Noah and Ms. Dalessandro, be appointed to serve as Alternate Board Representatives to the North City West Joint Powers Authority, for 2009. **Motion unanimously carried.**
- 6h. ESTABLISH DATE, TIME AND PLACE OF REGULAR MEETINGS OF THE BOARD FOR 2009
It was moved by Ms. Friedman, seconded by Ms. Groth, that the San Dieguito Union High School District Board Meetings be scheduled as specified on the attached schedule, beginning at 6:30 PM except where noted. **Motion unanimously carried.**

6i. APPOINTMENT OF BOARD SECRETARY AND RE-ADOPTION OF BOARD POLICIES

It was moved by Ms. Groth, seconded by Ilana Newman, that the Board re-adopt all Board Policies and appoint the Superintendent to serve as Board Secretary, as specified in Bylaw #9320. **Motion unanimously carried.**

6j. COMMITTEE APPOINTMENTS OF BOARD REPRESENTATIVES

Committee appointments of Board Representatives were as follows:

Carlsbad City/School Liaison Committee	<u>Barbara Groth / Beth Hergesheimer</u>
Career Technology Education	<u>Barbara Groth / Beth Hergesheimer</u>
Encinitas City/School Liaison Committee	<u>Linda Friedman / Beth Hergesheimer</u>
Legislative Action Network, Local	<u>Linda Friedman / Deanna Rich</u>
Legislative Action Network, Regional	<u>Linda Friedman / Deanna Rich</u>
Long Range Facilities Task Force	<u>Joyce Dalessandro</u>
North Coastal Consortium for Special Education	<u>Barbara Groth</u>
San Diego City Council/School Liaison	<u>Deanna Rich / Joyce Dalessandro</u>
Solana Beach City/School Liaison Committee	<u>Deanna Rich / Joyce Dalessandro</u>
Strategic Planning Committee	<u>Beth Hergesheimer</u>

NON-ACTION ITEMS(AGENDA ITEMS 7 - 10)

7. STUDENT BOARD MEMBER REPORTS (AGENDA ITEM 7)

The Student Board members gave updates on events and activities at their sites.

8. BOARD OF TRUSTEES UPDATES AND REPORTS (AGENDA ITEM 8)

All Board Members reported on attending the Annual California School Boards Association Conference in San Diego and a Basic Aid School Board Workshop on November 18th.

Ms. Dalessandro attended a meeting Facilities Long Range Task Force Committee meeting and the Solana Beach City / School Liaison meeting with Mr. Noah.

Ms. Friedman reported on some of the workshops she attended at the CSBA Conference.

Ms. Groth attended the Hispanic Network Breakfast with Adult Ed staff and students and Mr. Steve Levy; was a presenter at one of the CSBA Conference workshops; and stated that the Educational Legal Alliance has filed suit against the State regarding the Algebra I requirements;

9. SUPERINTENDENT’S REPORTS, BRIEFINGS AND LEGISLATIVE UPDATES (AGENDA ITEM 9)

Superintendent Noah also attended the CSBA conference and reported on the various workshops he attended.

Mr. Noah stated the district had received and posted (on the website) a report from Judge Vincent DiFiglia about his findings. He also addressed a comment made by a representative from The Friends of North County at a previous Board meeting regarding a pending audit of the district by the state. Mr. Noah stated the district had verified with the state that no such audit was ever conducted. He also said a letter to the residents of CFD 94-2 addressing these two issues was to be mailed the following day.

Mr. Noah also gave legislative and calendar updates.

10. CANYON CREST ACADEMY UPDATE.....BRIAN KOHN, PRINCIPAL

Principal Kohn updated the Board on Canyon Crest Academy and outlined recent key accomplishments in the areas of academic excellence, student connection, character development, staff development, integrated technology, and communication.

CONSENT AGENDA ITEMS (AGENDA ITEMS 11 – 15)

It was moved by Ilana Newman, seconded by Ms. Groth, that all consent agenda items listed below be approved as written. ***Motion unanimously carried.***

11. SUPERINTENDENT

A. ACCEPTANCE OF GIFTS AND DONATIONS

Acceptance of Gifts and Donations received, as shown in the attached supplement.

B. APPROVAL OF FIELD TRIP REQUESTS

Approval of all Field Trip Requests submitted, as shown in the attached supplement.

12. HUMAN RESOURCES

A. APPROVAL OF 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.

B. APPROVAL /RATIFICATION OF AGREEMENTS

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

1. San Diego County Superintendent of Schools for San Dieguito Union High School District participation in the San Diego County Office of Education Verification Process for Teachers in Special Settings (VPSS) Consortium, during the period December 12, 2008 until written notice of termination by either party, at a rate of \$400.00 per teacher per tier/content area, to be expended from the General Fund/Restricted 06-00.
2. L.A. Fitness International, LLC to provide enrollment vouchers to District employees for discounted membership at L.A. Fitness, during the period December 26, 2008 through December 26, 2009, for an amount not to exceed \$1,000.00, to be expended from the General Fund 03-00 and be reimbursed by the San Diego County and Imperial County Risk Management Joint Powers Authority.

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS (None submitted)

14. PUPIL SERVICES

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

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

1. Bridges Educational Corp., during the period November 1, 2008 through June 30, 2009
2. TERI, Inc., during the period November 1, 2008 through June 30, 2009

B. APPROVAL/RATIFICATION OF AGREEMENTS

No Agreements Submitted

C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

No Agreements Submitted

15. BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. San Diego Medical Services Enterprises to provide automatic external defibrillators program maintenance, during the period January 20, 2009 through January 19, 2010, for an amount not to exceed \$345.00, to be expended from the General Fund 03-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

No Amendment to Agreements Submitted

C. AWARD OF CONTRACTS

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

1. Ferandell Tennis Courts, Inc. for the Tennis Court Resurfacing at San Dieguito Academy project B2009-12, for an amount of \$30,850.00, to be expended from the Capital Facilities Fund 25-19 and the City of Encinitas.
2. EDCO Waste & Recycling Services for district wide recycling and waste disposal services, during the period January 1, 2009 through December 31, 2009, with options to renew four additional one-year periods, at the rates shown in the attachment, to be expended from the General Fund 03-00.

D. APPROVAL OF CHANGE ORDERS

No Change Orders Submitted

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

No Construction Projects Submitted

F. RATIFICATION OF CONTRACTS

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

1. Fordyce Construction, Inc. for the Biotech Classroom Conversion – Phase 1 at San Dieguito Academy project B2009-09, for an amount of \$48,856.00, to be expended from the Capital Facilities Fund 25-19 (subject to reimbursement by Community Collaboration Grant) and Special Reserves/Capacity Project Fund 40-00.

G. AUTHORIZATION TO SIGN ON BEHALF OF DISTRICT & ADOPTION OF RESOLUTIONS / REVOLVING CASH FUNDS

Authorize Christina M. Bennett, Director of Purchasing, to sign on purchase orders and accept proposals on behalf of the District, and adopt the following Revolving Cash Resolutions, as shown in the attached supplements:

1. Changing of the Revolving Cash Fund Custodian (EC section 42800-5), designating Eric R. Dill as the custodian.

- 2. Changing the Authorized Person to Sign on The Revolving Cash Fund (Prepayment), designating Christina Bennett or Eric R. Dill or Stephen G. Ma.

H. APPROVAL OF BUSINESS REPORTS

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

DISCUSSION / ACTION ITEMS..... (AGENDA ITEMS 16 - 18)

16. CSBA DELEGATE ASSEMBLY CANDIDATE NOMINATIONS, 2009

It was moved by Ms. Groth, seconded by Ms. Friedman, that Carol Skiljan and Kelly Morris be nominated for Delegate Assembly. **Motion unanimously carried.**

17. ADOPTION OF 2008-09 DISTRICT GENERAL FUND FIRST INTERIM BUDGET

It was moved by Barbara Groth, seconded by Beth Hergesheimer, to adopt the 2008-09 District General Fund First Interim Budget and Certification, as shown in the attached supplements. **Motion unanimously carried.**

18. ADOPTION OF RESOLUTION / BUS REPLACEMENT GRANT

It was moved by Linda Friedman, seconded by Beth Hergesheimer, to a) adopt the attached resolution authorizing Daniel Love to make application for, to sign required assurances, and to administer the bus replacement program with respect to applications for Local, State and Federal programs, projects or grants, on behalf of the School District, and b) to authorize the transfer of \$25,000.00 from Capital Facilities Fund 25-18 to the Bus Replacement Fund 15-00 subject to reimbursement from the General Fund 06-00/Restricted. **Motion unanimously carried.**

INFORMATION ITEMS (AGENDA ITEMS 19 - 28)

19. SINGLE PLANS FOR STUDENT ACHIEVEMENT

Mr. David Jaffe, Executive Director of Curriculum and Instruction, reviewed key points of the Single Plans for Student Achievement and reviewed improvements made from last year's SPSAs. Mr. Jaffe acknowledged the commitment of the principals, students and parents with the development of these plans. This item will be resubmitted for Board approval on January 15, 2009.

20. 2007/08 STATUTORY SCHOOL FEES AND FINDINGS REPORT

This item was presented for first reading and will be resubmitted to the Board for approval on January 15, 2009.

21. BUSINESS SERVICES UPDATE..... STEVE MA, ASSOCIATE SUPERINTENDENT

Public Comments:

- D. Barsky – addressed concerns about differences in capacity limits and open enrollment.
- A. Board Policy Revision, #5116.1 AR-1, "Intradistrict/Open Enrollment, Enrollment Priorities"
- B. Board Policy Revision, #5116.1 AR-2, "Intradistrict/Open Enrollment, High School Selection"
- C. Board Policy Revision, #7100 AR-1, "Student Housing Capacity"

Mr. Ma reviewed all revisions of the Administrative Regulations listed above. He also announced the recent approval of a Career Technology Education grant application.

- 22. HUMAN RESOURCES UPDATE.....TERRY KING, ASSOCIATE SUPERINTENDENT
Ms. King spoke about Autism Instruction qualifications and said that the district’s compliance is currently at 99%, which is the highest in the county for districts with high schools.
- 23. EDUCATIONAL SERVICES UPDATE.....RICK SCHMITT, ASSOCIATE SUPERINTENDENT
Mr. Schmitt reviewed an Academic Coordinators’ Meeting Agenda with the Board.
- 24. PUBLIC COMMENTS – No public comments were presented.
- 25. FUTURE AGENDA ITEMS - No future agenda items were discussed.
- 26. ADJOURNMENT TO CLOSED SESSION - Closed Session was not required.
- 27. REPORT OUT OF CLOSED SESSION – Nothing more was reported.
- 28. ADJOURNMENT OF MEETING..... (AGENDA ITEM 28)
There being no further business, the meeting was adjourned at 8:04 PM.

Barbara Groth, Board Clerk

____ / ____ / ____
Date

Ken Noah, Superintendent

____ / ____ / ____
Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2009

BOARD MEETING DATE: January 15, 2009

**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

ITEM 11A

**DONATIONS REPORT
SDUHSD BOARD MEETING
DECEMBER 11, 2008**

Donation	Purpose	Donor	Donated To: (Teacher, Dept, Site)	
		Name / Foundation	Department	School Site
Sony Handycam	For CTE Smart Class	Daphne Davis	CTE	DÑO
\$8,000.00	Donation toward payment for Athletic Trainer at SDA	SDA Foundation	PE	SDA
\$72.46	Donation toward classroom supplies	Chiopyle Prints, Inc.	None mentioned	SDA
\$33.16	Donation toward classroom supplies	United Way	None mentioned	CCA
\$402.43	Donation toward classroom supplies	Target-Take Charge of Education	None mentioned	CCA
\$2,250 (\$135 - cash; \$2,115 - checks)	Donation for the English field trip to the Museum of Tolerance	Parents of student participants	English	OCMS
\$11,000.00	Mini-grants	DNO PTSA	Various	DÑO
\$7,000.00	Donation to fund web subscriptions, extend library hours, & purchase laptops & books for the library	TPHS Foundation, Friends of the Library	Media Center	TPHS
\$2,275.00	Donation to help cover the cost of supplies, lunch & parent break-out sessions for "Orientation Day 08-09"	CVMS ASB	Incoming freshmen students	CVMS
\$4,000.00	Donation to assist with purchase of music instruments & supplies	CVMS Music Boosters	Music Department	CVMS
\$200.00	Donation to purchase novels for an English class at Earl Warren Middle School	Dr. Uwe Send & Nilmini Silva-Send	English	EWMS
Various office & school supplies	Donation	Tom Chiaravalloti	None mentioned	DÑO

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2009

BOARD MEETING DATE: January 15, 2009

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

SUBJECT: APPROVAL / RATIFICATION OF
FIELD TRIPS

.....

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As listed on attached report.

KN/bb

**FIELD TRIP REPORT
SDUHSD BOARD MEETING
DECEMBER 11, 2008**

ITEM 11B

Date(s) of Field Trip	Site	Sponsor, Last Name	First Name	Team / Club	Total # Students	Total # Chaperones	Purpose / Conference Name	City	State	Loss of Class Time	* \$ Cost
01/08/09-01/11/09	SDA	Newkirk	Todd	Debate	6	2	To apply skills used in class to a competitive setting at Gonzaga University	Spokane	WA	2 days	N/A
06/04/09-06/07/09	TPHS	Falcis-Stevens	Charlenne	TPHS Track Team	10	6	California State Track Meet at Buchanan High School	Clovis	CA	2 days	N/A
11/28/08-11/29/08 (to be ratified)	TPHS	Thorne	Brent	TPHS Cross County	17	3	Compete in state cross country championships (CIF)	Fresno	CA	N/A	To be determined
04/07/09-04/12/09	LCC	Hartley	Dallas	Boys La Crosse	30	4	Compete against Colorado high schools	Denver	CO	N/A	N/A
01/16/09-01/18/09	SDA	Dasho	Sharon	Drama Production students	45	4	Attend workshops, watch CETA competition, network	Fontana	CA	1 day	N/A
01/02/09-01/03/09	LCC	Buth	Dwayne	Varsity Wrestling	14	3	Tournament against Corona High School	Corona	CA	N/A	N/A
01/03/09-01/04/09	SDA	Newkirk	Todd	Debate	12	4	Debate competition at UCLA, Los Angeles	Los Angeles	CA	N/A	N/A
01/17/09-01/19/09	SDA	Newkirk	Todd	Debate	15	4	Debate competition	Los Vegas	NV	1 day	N/A
02/06/09-02/08/9	TPHS	Chodorow	Scott	Cheerleading	47	15	Competition at the national level	Palm Springs	CA	N/A	N/A
03//27/09-03/28/09	TPHS	Chodorow	Scott	Cheerleading	47	15	Western National Championship	Ontario	CA	N/A	N/A
04/10/09-04/11/09	TPHS	Falcis-Stevens	Charlenne	TPHS Track Team	18	6	California Arcadia Track Meet	Los Angeles	CA	N/A	N/A
03/14/09-03/15/09	TPHS	Chodorow	Scott	Cheerleading	47	15	West Coast National Cheerleading Competition	Irvine	CA	N/A	N/A

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2009

BOARD MEETING DATE: January 15, 2009

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

SUBJECT: APPROVAL OF CERTIFICATED and /or
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board Approval:

Certificated

Employment
Contract Reduction
Change in Assignment
Leave of Absence
Resignation

Classified

Employment
Change in Assignment
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Jennifer McCluan**, 67% Temporary Teacher (chemistry) at SDA for Semester II/2008-09 school year, effective 1/26/09 through 6/12/09.
2. **Kelli Noonan**, 80% Permanent Teacher (math) at EW, additional 20% Temporary Assignment (math) for Semester II/2008-09 school year, effective 1/26/09 through 6/12/09.
3. **Joseph Skinner**, 40% Temporary Retired Teacher (math) at LCC employed for semester I only; rehired for Semester II/2008-09 school year, effective 1/26/09 through 6/12/09.
4. **Angela Willden**, 60% Temporary Teacher (chemistry) at LCC employed for semester I only; rehired for Semester II/2008-09 school year, effective 1/26/09 through 6/12/09.

Contract Reduction with 15-day Notice

The following Temporary Teachers at Canyon Crest Academy were notified of a reduction in their temporary contract of employment for Semester II/2008-09, effective 1/26/09:

1. **Tanner Kortman**, English Teacher, contract reduced from 87% to 53%.
2. **Michael Remington**, Computer/Math Teacher, contract reduced from 87% to 53%.
3. **Christopher Smith**, English Teacher, 33% contract for Semester II cancelled.
4. **Rayna Stohl**, Physical Education Teacher, contract reduced from 67% to 33%.

Change in Assignment

1. **Marilyn Pugh**, Retired Administrator, increase in temporary contract of employment from 15% to 20% for the 2008-09 school year, effective 7/01/08 through 6/30/09.

Leave of Absence

1. **Jennifer Brennan**, Teacher at CV (science), 100% Unpaid Leave of Absence for personal reasons, effective 12/15/08 through 1/23/09. She is expected to resume 100% assignment beginning Semester II, effective 1/26/09.

Resignation

1. **Leslie Gushwa**, Teacher at SDA (science), resignation for retirement purposes at the conclusion of the 2008-09 school year, effective 6/15/09.
2. **John Ratajkowski**, Teacher at SDA (art), resignation for retirement purposes at the conclusion of the 2008-09 school year, effective 6/12/09.
3. **Lisa Schneider**, Teacher currently on unpaid leave of absence from CCA, resignation effective 11/19/08.
4. **Don Rizzi**, Assistant Principal at SDA, resignation for retirement purposes at the conclusion of the 2008-09 school year, effective 6/30/09.

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Aquallo Lechusza, Carolyn**, At Will Employee, effective 1/5/09 – 1/31/09
2. **Conde, Daniela**, Student Worker Nutrition Services, effective 9 /1/08 – 6/12/09

Change in Assignment

1. **Bedolla, Roberto**, from Custodian to School Plant Supervisor Middle School, effective 12/1/08 – 12/10/08
2. **Tolento, Luis**, from Custodian to School Plant Supervisor High School, effective 12/9/08 – 12/23/08

Resignation

1. **Henning, Dieter**, School Bus Driver, resigning for the purpose of retirement effective 12/30/08

mh
1/15/09
classbdagenda

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 8, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Rick Schmitt
Associate Superintendent Educational
Services

David Jaffe
Executive Director, Curriculum & Assessment

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: Data Director Licensing Agreement

EXECUTIVE SUMMARY

Data Director is a comprehensive data management tool that works in conjunction with our student information system (Aeries). As part of the plan to improve student achievement, Data Director provides district administration, site administration and teachers the ability to create standards-based formative assessments that can be given on a regular basis. The results can be used to identify the strengths and weaknesses of a class and/or individual students and be disaggregated by any student identifier in the student information system. Once student weaknesses are identified, teachers will determine how best to support the underperforming students. Upon implementation of Data Director academic departments will begin the process of creating formative assessments in each core subject area.

In addition to managing district/site formative assessments, Data Director manages data from the California Standards Test, California High School Exit Exam, California English Language Development Test, Advanced Placement, SAT and ACT. District administration, site administration and teachers can easily disaggregate data from these sources using Data Director.

ITEM 13A

RECOMMENDATION:

It is recommended the Board approve entering into a contract with Achieve! Data Solutions, LLC to provide Data Director System software for data warehousing and management, during the period December 19, 2008 through December 18, 2011.

FUNDING SOURCE:

Educational Services Staff Development Budget, Categorical Professional Development budget, Microsoft Settlement Money

SOFTWARE LICENSE AND SUPPORT AGREEMENT

This Agreement is made by and between Achieve! Data Solutions, LLC, a California limited liability company (“Vendor”) and San Dieguito Union High School District (“District”).

RECITALS

WHEREAS, District is desirous of obtaining new Software for data warehousing and management; and

WHEREAS, the vision of District is to develop and implement a technology infrastructure with a detailed online database; and

WHEREAS, Vendor is specially skilled, trained, experienced and competent to render the services and advice described above, and District requires these services and advice.

NOW, THEREFORE, Vendor and District mutually agree as follows:

1. Term of Agreement. The initial term of this Agreement shall be from December 19, 2008 through December 18, 2011. After that date, District may continue to license the Software and receive maintenance and support services at the annual license fees charged by Vendor, as indicated in Article 10 below.
2. License of Data Director Software. Vendor hereby licenses its Data Director System software (“Software”) to District. District and School Administrators may use the Software for each of the locations listed on Exhibit “A” attached to this Agreement. As new schools sites are added throughout the District, District and School Administrators will be provided access to the Software for those sites. The license shall include user manuals, data forms and other documentation of Vendor for the Software.
3. Non-Exclusivity. The license granted to District hereunder is non-exclusive.
4. Independent Contractor. Vendor represents and warrants that it is experienced in its profession. In performing its obligations and services under this Agreement, Vendor is an independent contractor and is not acting as an agent or employee of District. Nothing contained in this Agreement shall be deemed, construed or represented by the District or Vendor by any third person to create the relationship of principal or agent, or of a partnership, or of a joint venture, or of any other association of any kind or nature between the District or Vendor.
5. Task List. A preliminary list of tasks and associated completion dates are set forth on Exhibit “B” attached to this Agreement.
6. Hosting. District’s data will be hosted on Vendor’s server, subject to a mutual agreement between the parties regarding the terms and conditions of hosting (included in the annual fee).
7. Importing of Data. Vendor shall import District’s data into the Software within 45 business days after the receipt of useable data.
8. Training. Vendor shall provide the following training services to District:

Training Services

ITEM 13A

Services	Date
5 days of training to District in the basic use of the Software to be presented as both parties mutually agree	Date TBD.

(a) Additional Training and Services. Upon written request and authorization by District, Vendor shall conduct additional training and provide additional services to District at \$120 per hour or \$1,900 per day for training after initial day of training is exhausted. Initial clean-up of data is included in the contract price noted below. Clean-up of data after delivery (delivery as defined in Article 10) shall be performed at the option of the District. If District chooses not to clean-up data after delivery, it shall notify Vendor in writing.

(b) Ownership of Data. District shall retain ownership of all data imported into the Software.

9. Responsibilities of District. District shall prepare and furnish to Vendor upon request such information reasonably requested by Vendor in order for Vendor to perform its work under this Agreement.

10. License Fees. *In the first year of implementation, the Vendor will host DataDirector and District will pay annual license fees for products and options listed below and shall initially be payable on the identified dates:

Products/ Services --Timeline/Dates District ADA estimate: 12,482 students

Products/ Services --Timeline/Dates District ADA estimate: 12,482 students

Product/Service	Year 1	Year 2	Year 3
DataDirector@ \$3.90/student	\$48,679	\$48,679	\$48,679
DataDirector Item Bank \$1/student	\$12,482	\$12,482	\$12,482
DataScanner @ \$1.00/student	\$12,482	\$12,482	\$12,482
Training and Professional Development Estimated 5 days @ \$1,900/day	\$9,500	TBD	TBD
Total	\$83,143	\$73,643	\$73,643

License fees shall be due and payable within 60 days of receipt of an invoice from Vendor.

11. Software Maintenance and Support.

ITEM 13A

- (a) Vendor shall provide maintenance and support of the Software. Such maintenance and support provides coverage in the form of corrections to remove deficiencies in the Software, as reported to Vendor; ongoing telephone and e-mail support for questions regarding operations of the Software; incorporate/change the Software as necessary for operation including all upgrades and new features; support to District in resolving problems/errors resulting from misuse or hardware/software failure.
- (b) Vendor shall provide at a minimum, quarterly telephone conferences with District to address future growth or modifications to the Software at no cost to the District.

12. Mutual Indemnification. The District agrees to hold harmless, defend, and indemnify Vendor against all actions, claims, or demands for injury, death, loss, or damages, regardless of fault or cause, by anyone whomsoever, including but not limited to: (1) where such injury, death, loss, or damage is due to the acts or omissions of the District, its agents, servants, or employees; and (2) where such injury, death, loss, damage, or claim is a consequence of, or arises in connection with the services provided hereunder except to the extent that such injury, death, loss, damage or claim is the result of the acts or omissions of Vendor or its agents, servants, employees.

Vendor agrees to hold harmless, defend, and indemnify the District against all actions, copyrights, patents infringements, claims, or demands for injury, death, loss, or damages, regardless of fault or cause, by anyone whomsoever, including but not limited to: (i) where such injury, death, loss, or damage is due to the acts or omissions of Vendor, its agents, servants, or employees; and (ii) where such injury, death, loss, damage, or claim is a consequence of, or arises in connection with the services provided hereunder except to the extent that such injury, death, loss, damage or claim is the result of the acts or omissions of the District or its agents, servants, or employees.

13. Continued Performance During Dispute. In the event that a dispute arises between District and Vendor, Vendor expressly agrees to continue to perform its obligations under this Agreement during the pendency of the dispute. Each party agrees to the other that it shall diligently attempt to resolve any disputes which may arise.
14. Default. The failure of either party to comply with any term or condition or fulfillment of any obligation of this Agreement within 15 days after written notice, which specifies the nature of the default with reasonable particularity, shall constitute a default. If the default is of such a nature that it cannot be completely remedied within the 15-day period, the “defaulting party” shall be deemed to have cured the default if it begins correction of the default or failure within the 15-day period and thereafter proceeds with reasonable diligence and in good faith to effect the remedy as soon as practicable.
15. Force Majeure. If either party is affected by force majeure it shall immediately notify the other party of the nature and extent thereof. Force majeure means, in relation to either party, any circumstances beyond the reasonable control of that party (including, without limitation, fire, floods, acts of God, terrorism, national emergency, governmental acts or omissions, beyond the control of either party). Neither party shall be deemed to be in breach of this Agreement, or otherwise be liable to the other by reason of any delay in performance, or non-performance, of any of its obligations hereunder to the extent that such delay or non-performance is due to any

ITEM 13A

force majeure of which it has notified the other party, and the time for performance of that obligation shall be extended accordingly. If the force majeure in question prevails for a continuous period in excess of 30 calendar days, the parties shall enter into good faith discussions with a view to alleviating its effects, or to agreeing upon such alternative arrangements. (including termination of this Agreement.)

16. Termination. Both the District and Vendor retain the right to terminate this Agreement for any reason prior to expiration of the term of the Agreement. The District or Vendor may terminate this Agreement by delivering written notice of election to terminate at least 60 days prior to the termination date. The parties hereby agree that in the event of the termination of this Agreement, any and all funds due to Vendor by District shall be paid by District within 90 days of the date of termination. The parties further hereby agree that in the event of the termination of this Agreement any and all funds due and owing as a result of services or lease provide up to date of termination to District by Vendor shall be paid by Vendor within 90 days of the date of termination.

17. Proprietary Rights. District acknowledges that the Software licensed hereunder, and any designs, inventions or ideas provided to Vendor as a result of District's use of the Software, contain valuable trade secrets, proprietary and confidential information which are the unrestricted proprietary rights of Vendor ("Confidential Information"). District agrees that it will not use this Confidential Information in any way not allowed by this Agreement, that it will not disclose this Confidential Information to anyone other than its own employees who require access, that it will maintain and protect the confidentiality of this Confidential Information, and that it will take all necessary and proper precautions to prevent any unauthorized use or disclosure of this Confidential Information. District further agrees that it will not decompile, disassemble or in any manner attempt to reverse engineer the Software, or permit others to do so. Notwithstanding the foregoing, District shall not be liable for use or disclosure of any such Confidential Information if it:
 - (a) is or becomes a part of the public knowledge or literature without breach of this Agreement by District; or
 - (b) is known to District without restriction as to further disclosure when received; or
 - (c) is independently developed by District as demonstrated by written records; or
 - (d) becomes known to District from a third party who had a lawful right to disclose it and without breach of its Agreement; or
 - (e) is disclosed to a third party pursuant to the authority of District hereunder; or
 - (f) is required to be disclosed pursuant to any applicable legal requirement or legal process issued by any court or any competent governmental authority or rules or regulations of any relevant regulatory body, including, but not limited to, disclosure under the California Public Records Act.

18. Confidentiality and Security of Student Data. Vendor shall protect the confidentiality of student data. Vendor will take all measures necessary using industry standards to protect data from any and all unauthorized access. Vendor represents and warrants that it is familiar the provisions of the Federal Education Privacy Rights Act (FERPA) and California Education Code sections

ITEM 13A

49073 through 49078, inclusive, and that Vendor will take all measures necessary using industry standards to protect data from any and all unauthorized access to student data and/or unauthorized release of student data. In the event that any unauthorized access or release of student data occurs, Vendor shall take whatever steps are necessary to immediately secure the student data, and advise the District immediately of such unauthorized access. Upon termination of the Agreement, Vendor shall return all student data to the District within 30 days and shall destroy any and all backup copies of said data.

19. Confidentiality. All communications and information obtained from District relating to this Agreement are confidential. The Agreement itself, however, is not confidential. Except as provided in this Agreement, without the prior written consent of an authorized representative of District, Vendor shall neither divulge to, nor discuss with, any third party either the data provided by District except as required by law. Prior to any disclosure of such matters, whether as required by law or otherwise, Vendor shall inform District, in writing, of the nature and reasons for such disclosure. Vendor shall not use any communications or information obtained from District for any purpose other than the performance of this Agreement, without District's written prior consent. Upon termination of the Agreement, Vendor shall return all confidential information received from the District within 30 days and shall destroy any and all backup copies of said confidential information
20. Waiver. Any waiver of any of the provisions of this Agreement shall not be construed as a waiver of any other provision of this Agreement. Any waiver by either District or Vendor must be in writing signed by the waiving party. Delay or failure to exercise a remedy or right shall not be construed as a waiver of any of the provisions of this Agreement. Any waiver of any provision of this Agreement shall not preclude a party from using any other right or remedy available under this Agreement as cure of any default or for any later default.
21. Time is of the Essence. Time is of the essence of all terms, covenants and conditions of this Agreement and except as otherwise provided herein, all of the terms, covenants and conditions of this Agreement shall apply to, benefit and bind the successors or assigns of the respective parties, jointly and individually.
22. Assignment. Neither party shall sell or assign its rights under this Agreement without the prior written consent of the other party. Consent in one instance shall not prevent this provision from applying to a subsequent instance.
23. Notices. All notices, requests, demands and consents to be made hereunder to the parties hereto shall be in writing and shall be (i) delivered by hand, or (ii) sent by registered mail or certified

ITEM 13A

mail, postage prepaid, return receipt requested, through the United States Postal Service, or (iii) by United Parcel Service or Federal Express overnight delivery, to the addresses shown below or such other address which the parties may provide to one another in accordance herewith.

To District: San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024
Tel: (760) 753-6491
Fax: (760-635-0591)

To Vendor: Lane Rankin
President
Achieve! Data Solutions
2700 North Little Mountain Drive, Suite F-106
San Bernardino, CA 92405

Either party shall have the right to change the place of giving notices to it by notice given as indicated above.

24. Severability. If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.
25. Good Faith Negotiations and Independent Representation. The parties hereto acknowledge and agree that they have negotiated the terms of this Agreement in good faith and had the opportunity to be represented by independent counsel throughout all negotiations, which preceded the execution of this Agreement.
26. Interpretation: Governing Law. This Agreement shall be construed according to its fair meaning and as if prepared by both parties hereto. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement.
27. Entire Agreement, Waivers and Amendments. This Agreement is fully integrated and incorporates all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations, oral or written, prior and contemporaneous agreements and understandings in connection with this Agreement. All waivers of the provisions of this Agreement must be in writing and signed by the appropriate authorities of the party to be charged. Any amendment or modification to this Agreement must be in writing and executed by both parties.
28. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which when taken together shall constitute one and the same instrument.
29. The terms and conditions of this Agreement are expressly conditioned upon and subject to approval by District's Board of Education.

IN WITNESS WHEREOF, the District and Achieve! Data Solutions, LLC have entered into this Agreement as of the Effective Date.

ITEM 13A

DATED: ACHIEVE! DATA SOLUTIONS, LLC

By: _____
Lane Rankin

Its: President

DATED: SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

EXHIBIT "A"

LOCATIONS AT WHICH LICENSE APPLIES

District Office
710 Encinitas Blvd.
Encinitas, CA 92024
Tel: (760) 753-6491
Fax: (760-635-0591)
Email: info@sduhsd.net

Canyon Crest Academy
5951 Village Center Loop Road
San Diego, California 92130
Phone: (858) 350-0253
Fax: (858) 350-0280
<http://www.sduhsd.net/cc/>

Carmel Valley Middle School
3800 Mykonos Lane
San Diego, California 92130
Phone: (858) 481-8221
Fax: : (858) 481-8256
<http://www.sduhsd.net/cv/>

Diegueno Middle School
2150 Village Park Way
Encinitas, California 92024
Phone: (760) 944-1892
Fax: (760) 944-3717
<http://www.sduhsd.net/dg>

Earl Warren Middle School
155 Stevens Avenue
Solana Beach, CA 92075
Phone: (858) 755-1558
Fax: (858) 755-0891
<http://www.sduhsd.net/ew>

La Costa Canyon High School
1 Maverick Way
Carlsbad, California 92009
Phone: (760) 436-6136
Fax: (760) 943-3539
<http://lc.sduhsd.net>

North Coast Alternative High School
684 Requeza Street
Encinitas, California 92024
Phone: (760) 753-6491
Fax: (760) 633-3170
<http://www.sduhsd.net/nc>

Oak Crest Middle School
675 Balour Drive
Encinitas, California 92024
Phone: (760) 753-6241
Fax: (760) 942-0520
<http://www2.sduhsd.net/oc>

San Dieguito Academy
800 Santa Fe Drive
Encinitas, California 92024
Phone: (760) 753-1121
Fax: (760) 753-8142
<http://www.sduhsd.net/sd/>

Sunset High School
684 Requeza St.
Encinitas, California 92024
Phone: (760) 753-3860
Fax: (760) 753-8469
<http://www.sduhsd.net/ss/>

Torrey Pines High School
3710 Del Mar Heights Road
San Diego, California 92130
Phone: (858) 755-0125
Fax: (858) 481-0098
<http://www.sduhsd.net/tp>

EXHIBIT “B”

TASK LIST

ITEM 13A

Date	Task
December/January 2008	Data Gathering Documents to District with a telephone conference
January 2009	District gathers and submits data to Vendor
January 2009	Vendor imports data into DataDirector
January/February 2009	District personnel reviews the data in DataDirector and provides feedback to Vendor to ensure imported data is accurate
February 2009	District begins using DataDirector

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 15, 2008

BOARD MEETING DATE: January 15, 2009

PREPARED BY: David Jaffe, Executive Director, Curriculum & Assessment

SUBMITTED BY: Ken Noah, Superintendent

SUBJECT: 2008-2009 CONSOLIDATED APPLICATION PART II

EXECUTIVE SUMMARY

The 2008-2009 Consolidated Application for Categorical Programs (Part II) provides our district state and federal funding for the following programs:

Title I

Title II Part A

Title II Part D

Title III LEP

Title V Part A (Innovative Programs)

Economic Impact Aid (EIA)

School Safety and Violence Prevention and

Tobacco Use Prevention Education (TUPE)

RECOMMENDATION:

It is recommended that the Board approve the submission of the 2008-2009 Consolidated Application Part II.

FUNDING SOURCE:

State and Federal Funding

ITEM 13B

2008-09 Consolidated Application for Funding Categorical Aid Programs

California Department of Education

(Part II)

Consolidated Application

<p>Purpose: To declare the agency's intent to apply for 2008-09 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: San Dieguito Union High</p>														
<p>CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov</p>	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">4</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	3	4	6							
3	7	6	8	3	4	6									
<p>Legal status of agency: <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter</p>	<p>Dates of project duration: July 1, 2008 -- June 30, 2009</p> <p style="color: red; font-weight: bold; text-align: center;">Do not return the paper copy of this form to the California Department of Education.</p> <p style="color: red; font-weight: bold; text-align: center;">The ConApp must be submitted electronically using the ConApp Data System (CADS).</p>														
<p>Date of approval by local governing board: ____/____/____</p>															
<p>Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; border-bottom: 1px solid black; padding: 5px;"> Signature-District Advisory Committee (DAC) </td> <td style="width: 10%; text-align: center; border-bottom: 1px solid black; padding: 5px;"> ____/____/____ Date </td> <td style="width: 10%; text-align: center; border: 1px solid black; padding: 5px;"> OR, for each committee, check the appropriate box to the right </td> <td style="width: 10%; text-align: center; padding: 5px;"> <input type="checkbox"/> Committee is N/A </td> <td style="width: 10%; text-align: center; padding: 5px;"> <input type="checkbox"/> Committee refused to sign </td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 5px;"> Signature-District English Learner Advisory Committee (DELAC) </td> <td style="text-align: center; border-bottom: 1px solid black; padding: 5px;"> ____/____/____ Date </td> <td></td> <td style="text-align: center; padding: 5px;"> <input type="checkbox"/> Committee is N/A </td> <td style="text-align: center; padding: 5px;"> <input type="checkbox"/> Committee refused to sign </td> </tr> </table> <p>Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. 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 on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; border-bottom: 1px solid black; padding: 5px;"> Signature of authorized representative </td> <td style="width: 25%; border-bottom: 1px solid black; padding: 5px;"> Printed name of authorized representative </td> <td style="width: 25%; border-bottom: 1px solid black; padding: 5px;"> Title </td> <td style="width: 25%; border-bottom: 1px solid black; padding: 5px;"> ____/____/____ Date </td> </tr> </table> <p style="margin-top: 10px;"> <input type="checkbox"/> Electronic certification HAS been completed. <input checked="" type="checkbox"/> Electronic certification has NOT been completed. </p>		Signature-District Advisory Committee (DAC)	____/____/____ Date	OR, for each committee, check the appropriate box to the right	<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign	Signature-District English Learner Advisory Committee (DELAC)	____/____/____ Date		<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign	Signature of authorized representative	Printed name of authorized representative	Title	____/____/____ Date
Signature-District Advisory Committee (DAC)	____/____/____ Date	OR, for each committee, check the appropriate box to the right	<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign											
Signature-District English Learner Advisory Committee (DELAC)	____/____/____ Date		<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign											
Signature of authorized representative	Printed name of authorized representative	Title	____/____/____ Date												

ITEM 14A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Bruce Cochrane, Executive Director
Pupil Services

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: Approval/Ratification of Agreement(s) for
Nonpublic School/Nonpublic Agency Services

EXECUTIVE SUMMARY

The district administration has recommended that designated special education students attend nonpublic schools and/or receive nonpublic agency services for the 2008-09 school year as listed on the attached report.

RECOMMENDATION

The district administration recommends that the Board approve the attached list of agreements for nonpublic school/nonpublic agency services and authorize Christina M. Bennett to sign the agreements and forward the appropriate documents to the County Superintendent to reflect the placement of students in nonpublic school/nonpublic agencies.

FUNDING SOURCE

General Fund 06-00/Special Education Budget – Estimated \$47,000.00

KN/ddb
Attachment

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 14A

NONPUBLIC SCHOOLS/AGENCIES 2008-2009

Date: January 15, 2009

Contract Effective Dates	NonPublic School NonPublic Agency (NPS/NPA)	Description of Services	Number of Students (Estimate)	Tuition and/or Fee
1-5-09 To 6-30-09	AccentCare Home Health of California – NPA	Provide specialized physical health care services to medically fragile students with exceptional needs	1	\$45.00/hour Estimate: \$42,000.00
11-15-08 To 6-30-09	C.A.R.E.S. Center for Autism Research, Evaluation and Services - NPA	Behavior Intervention and Functional Behavior Analysis	1	\$130.00/hour Estimate: \$5,000.00
				TOTAL \$47,000.00 Estimate

ITEM 14B

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Bruce Cochrane, Executive Director
Pupil Services

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: Approval/Ratification of Independent
Contractor Agreement

EXECUTIVE SUMMARY

The attached Independent Contractor Agreements Report summarizes one contract that provides services for the Special Education Program and Special Education Students for the 2008-2009 school year.

RECOMMENDATION

Approve/ratify entering into an Independent Contractor Agreement as shown on the attached report and authorize Christina M. Bennett to execute all pertinent documents pertaining to this agreement, contingent upon receipt of the signed documents and verification of insurance coverage.

FUNDING SOURCE

General Fund 06-00/Special Education Budget – Estimated \$3,000.00

KN/ddb
Attachment

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 14B

INDEPENDENT CONTRACTOR AGREEMENTS 2008-2009

Date: January 15, 2009

Contract Effective Dates	Independent Contractor	Description of Services	Number of Students (Estimate)	Fee
11-1-08 To 6-30-09	Amy Moss, MA, OTR/L	Occupational Therapy & Interactive Metronome Therapy and Assessments	2 – 3	\$75.00/therapy \$150.00/ IM Eval. \$300.00/OT Eval. Estimate: \$3,000.00
				TOTAL \$3,000.00 Estimate

ITEM 15A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 8, 2009

BOARD MEETING DATE: January 15, 2009

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

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes three contracts totaling \$99,790.21, or as noted on the attachment.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

ITEM 15B

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2009

BOARD MEETING DATE: January 15, 2009

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

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Amendment to Agreements Report summarizes one amendment to agreements totaling \$0.00, or as listed on the attached report.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list

ITEM 15B

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

AMENDMENT TO AGREEMENTS REPORT

Date: 01-15-09

<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>
N/A	Douglas E. Barnhart, Inc.	Amending the lease-leaseback agreement to remove Sunset (Continuation) High School from the scope of work, as noted in the attached document	N/A	N/A

ITEM 15B

Amendment #1 to Site Lease, Sublease, and Construction Services Lease-
Leaseback Agreements with Douglas E. Barnhart, Inc.

WHEREAS, the San Dieguito Union High School District (District) and Douglas E. Barnhart, Inc. (Builder) entered into site lease, sublease and construction services lease-leaseback agreements relating to modernizations at school sites within the District on February 7, 2008, and

WHEREAS, the original circumstances under which the lease-leaseback agreements were let have changed, and

WHEREAS, due to the aforementioned changed circumstances, the District and Builder agree to remove the Sunset (Continuation) High School from the lease-leaseback agreements, and

WHEREAS, the District and Builder agree the general conditions and GMP shall be adjusted accordingly, and

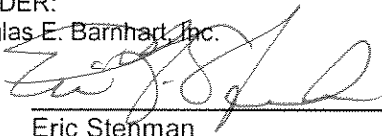
WHEREAS, the District and Builder agree to the herein incorporated changes;

NOW THEREFORE, the agreements are amended as follows:

1. Site Lease:
 - a. Exhibit "A" shall be changed as noted in the attached Exhibit "A" – Description of Sites
2. Sublease: Shall be changed as referenced in Site Lease and Construction Services Lease.
3. Construction Services Lease:
 - a. Exhibit "B" shall be changed as noted in the attached Exhibit "B" – Construction Scope of Work;
 - b. Exhibit "C": shall be changed as noted in the attached Exhibit "C" – Construction Services Agreement General Conditions
 - c. The GMP shall be adjusted accordingly as affected by Exhibit "C"

All other terms and conditions of the lease-leaseback agreements shall remain as written.

BUILDER:
Douglas E. Barnhart, Inc.

By: 
Eric Stenman
President

DISTRICT:
San Dieguito Union High School Dist.

By: _____
Steve Ma
Associate Supt./Bus. Svcs.

Governing Board Approval Date:

ITEM 15B

EXHIBIT "A"
DESCRIPTION OF SITES FOR PROJECT

- 1. Earl Warren Middle School**
155 Stevens Ave.
Solana Beach, CA 92075-2038

Assessor Parcel Number: 263-421-06

ITEM 15B

EXHIBIT "B"

CONSTRUCTION SCOPE OF WORK

Earl Warren Middle School Modernization
Scope of Work

Earl Warren Middle School Modernization includes work indicated on the drawings and specifications, prepared by RNT Architects, and approved by the Division of the State Architect (DSA) for the aforementioned project. A general description of work includes the following:

1. Demolish existing attached and detached covered walkways throughout the campus.
2. Demolish various existing walkways throughout the campus.
3. Demolish various elements in Classroom buildings A through J for installation of classroom entries, restroom upgrades and building envelop improvements.
4. Install site accessibility improvements consisting of new concrete walkways, ramps and stairs.
5. Install new ADA-compliant classroom entries in Classroom Buildings A through J.
6. Install new electrical power service to the campus, including new power feed from the utility agency and new electrical switchgear.
7. Install site utility infrastructure including new water, sewer and gas lines throughout the campus.
8. Install new Faculty Restrooms in Classroom Building C.
9. Upgrade Boys and Girls restrooms in Buildings A, B, D and E for ADA compliance.
10. Install new roofing, and associated flashings and gutters, at Classroom buildings A through J.
11. Repair Classroom building envelops at areas affected by removal of overhangs and installation of new classroom entries.

#8015 Earl Warren Middle School
Sunset High School Modernizations

Exhibit C
Construction Services Agreement



	QTY	UNIT	UNIT PRICES			EXTENSIONS			TOTAL
			LABOR	MAT'L	EQUIP	LABOR	MAT'L	EQUIP	
101100 GENERAL CONDITIONS									
101101 Supervision	20	WKS	1,800.00	-	-	36,000	-	-	36,000
101102 Field Office Mob/Demob	4	MTH	-	-	1,150.00	-	-	4,600	4,600
101103 Clerk	20	WKS	630.00	-	-	12,600	-	-	12,600
101104 Field Office Supplies	20	WKS	-	115.00	-	-	2,300	-	2,300
101105 Field Telephone	4	MTH	-	-	375.00	-	-	1,500	1,500
101106 Small Tools	20	WKS	-	-	90.00	-	-	1,800	1,800
101107 Field Toilets	4	MTH	-	-	525.00	-	-	2,100	2,100
101108 Project Gas & Diesel	4	MTH	-	700.00	-	-	2,800	-	2,800
101109 Dumpster Rental	4	MTH	-	-	789.00	-	-	3,156	3,156
101110 Safety Equipment	20	WKS	-	-	75.00	-	-	1,500	1,500
101111 Construction Fence	1880	LF	-	-	3.70	-	-	6,956	6,956
101112 Daily Clean	20	WKS	-	-	65.00	-	-	1,300	1,300
101113 Final Clean	28885	SF	-	-	0.35	-	-	10,110	10,110
101114 Field Storage Shed	2	MVS	-	-	400.00	-	-	800	800
101115 Project Management	20	WKS	1,889.00	-	-	37,780	-	-	37,780
101116 Safety Training	4	MTH	300.00	-	-	1,200	-	-	1,200
101117 Pre-Employment Fees	4	MTH	-	-	52.00	-	-	208	208
101118 Assistant Supervision	20	WKS	-	-	-	-	-	-	-
101120 SWPPP Compliance	20	WKS	75.00	65.00	105.00	1,500	1,300	2,100	4,900
101122 PM Support	20	WKS	190.00	-	-	3,800	-	-	3,800
101123 Scheduler	20	WKS	125.00	-	-	2,500	-	-	2,500
101126 Coordinating Supervisor	20	WKS	215.00	-	-	4,300	-	-	4,300
101300 SPECIAL EQUIPMENT									
101301 Equipment Maintenance	4	MTH	250.00	-	700.00	1,000	-	2,800	3,800
101303 Equipment Depreciation	4	MTH	225.00	-	1,375.00	900	-	5,500	6,400
101304 Equipment Mob/Demob	2	MV	-	-	625.00	-	-	1,250	1,250
101305 Equipment Rental	4	MTH	-	-	95.00	-	-	380	380
101310 Auto Allowance	4	MTH	-	-	1,200.00	-	-	4,800	4,800
101320 Office Equipment	4	MTH	-	-	475.00	-	-	1,900	1,900
102200 SPECIAL CONDITIONS									
102201 Temp Electrical Connection - By Elec. Sub.	1	LS	-	-	-	-	-	-	-
102202 Temp Water Connection	1	LS	-	-	1,575.00	-	-	1,575	1,575
102203 Temp Electrical Use	4	MTH	-	-	-	-	-	-	-
102204 Temp Water Use	4	MTH	-	-	175.00	-	-	700	700
102206 Jobsite Signage	1	LS	-	1,250.00	-	-	1,250	-	1,250
102212 Traffic Control	1	LS	-	-	1,250.00	-	-	1,250	1,250
102213 Jobsite Computer	1	LS	-	-	1,950.00	-	-	1,950	1,950
102217 Jobsite Legal Fees	1	LS	250.00	-	-	250	-	-	250
102220 Contract Closeout	1	LS	-	-	4,200.00	-	-	4,200	4,200
102230 Bid Advertisement DVBE Only	1	EA	-	-	150.00	-	-	150	150
Subtotal						101,830	7,650	62,585	172,065
Burden @ 35%						35,641	-	-	35,641
PROJECT TOTALS						137,471	7,650	62,585	207,705

102235 Performance Bond (est.)(Not Incl. in Totals)	1	LS	-	-	25,500.00	-	-	25,500	25,500
---	---	----	---	---	-----------	---	---	--------	--------

CONSTRUCTION	\$ 51,926	/mo				101,830	7,650	62,585	172,065
Burden						35,641	0	0	35,641
Total						137,471	7,650	62,585	207,705

San Dieguito Union High School District

ITEM 15F

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Steve Ma, Assoc. Supt., Business Svcs.
Eric Dill, Exec. Director, Business Svcs.
Michael Taylor, Director, Finance

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: ACCEPTANCE OF THE 2007-08 ANNUAL
AUDIT REPORT

EXECUTIVE SUMMARY

The District entered into an agreement for the annual audit of all funds with Wilkinson, Hadley, King, & Co. LLP – Certified Public Accountants. The audit has been completed in accordance with state law. Wilkinson, Hadley, King, & Co. LLP now present the audit report for your review and acceptance. Copies have been forwarded to the County Superintendent and the California Department of Education within the time frame required by law.

Findings and recommendations are noted on pages 62 through 67 of the audit report. Each exception requires a response from the district (LEA's response) and is included in the audit report as the last paragraph of each exception.

The following exceptions were noted:

Page 63, Item B, Finding 2008-1 (30000)

The auditors noted that several employees exceeded the maximum carryover of their vacation balances. The District will monitor vacation allowances and develop a plan to have employees with excess balances take vacation so that they do not exceed the amount allowed by District policy.

Page 64, Finding 2008-2 (10000)

The auditors discovered that teachers at the continuation school were not signing attendance forms as verification of accuracy. Students at Sunset, however, use time cards and those records were reconciled against attendance reports so there was no discrepancy in attendance reporting. Administration will now ensure that teachers sign weekly attendance reports at the continuation high school.

ITEM 15F

You will note on pages 65 through 67 that all exceptions from the 2006-07 audit were corrected to the auditors' satisfaction.

Although not an audit exception, the Second Interim Budget Report will reflect an adjustment increasing the General Fund beginning balance by \$1,325,599. The adjustment was initially reflected in the First Interim Budget as \$1,215,742. This is a result of an understatement in the District's 2007-08 revenue. The correction has been made and is now incorporated in the District's financial reports.

RECOMMENDATION:

It is recommended that the Board accept the 2007-08 annual audit of the San Dieguito Union High School District, as prepared by Wilkinson, Hadley, King, & Co. LLP.

FUNDING SOURCE:

Not applicable.

MT/trs

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COUNTY OF SAN DIEGO
ENCINITAS, CALIFORNIA**

AUDIT REPORT

JUNE 30, 2008

**Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Ave
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707**

Introductory Section

San Dieguito Union High School District
Audit Report
For The Year Ended June 30, 2008

TABLE OF CONTENTS

	<u>Page</u>	<u>Exhibit/Table</u>
FINANCIAL SECTION		
Independent Auditor's Report on Financial Statements.....	1	
Management's Discussion and Analysis (Required Supplementary Information).....	3	
 <u>Basic Financial Statements</u>		
Government-wide Financial Statements:		
Statement of Net Assets.....	13	Exhibit A-1
Statement of Activities.....	14	Exhibit A-2
Fund Financial Statements:		
Balance Sheet - Governmental Funds.....	15	Exhibit A-3
Reconciliation of the Governmental Funds		
Balance Sheet to the Statement of Net Assets.....	17	Exhibit A-4
Statement of Revenues, Expenditures, and Changes in		
Fund Balances - Governmental Funds.....	18	Exhibit A-5
Reconciliation of the Statement of Revenues, Expenditures, and Changes in		
Fund Balances of Governmental Funds to the Statement of Activities.....	20	Exhibit A-6
Statement of Net Assets - Internal Service Fund.....	21	Exhibit A-7
Statement of Revenues, Expenses, and Changes in		
Fund Net Assets - Internal Service Fund.....	22	Exhibit A-8
Statement of Cash Flows - Proprietary Funds.....	23	Exhibit A-9
Statement of Fiduciary Net Assets - Fiduciary Funds.....	24	Exhibit A-10
Notes to the Financial Statements	25	
 <u>Required Supplementary Information:</u>		
Budgetary Comparison Schedules:		
General Fund.....	37	Exhibit B-1
Cafeteria Fund.....	38	Exhibit B-2
 <u>Combining Statements as Supplementary Information:</u>		
Combining Balance Sheet - All Nonmajor Governmental Funds.....	39	Exhibit C-1
Combining Statement of Revenues, Expenditures and Changes in		
Fund Balances - All Nonmajor Governmental Funds.....	40	Exhibit C-2
 Special Revenue Funds:		
Combining Balance Sheet - Nonmajor Special Revenue Funds.....	41	Exhibit C-3
Combining Statement of Revenues, Expenditures and Changes		
in Fund Balances - Nonmajor Special Revenue Funds.....	43	Exhibit C-4

San Dieguito Union High School District
Audit Report
For The Year Ended June 30, 2008

TABLE OF CONTENTS

	<u>Page</u>	<u>Exhibit/Table</u>
Capital Projects Funds:		
Combining Balance Sheet - Nonmajor Capital Projects Funds.....	45	Exhibit C-5
Combining Statement of Revenues, Expenditures and Changes in Fund Balances - Nonmajor Capital Projects Funds.....	46	Exhibit C-6
 OTHER SUPPLEMENTARY INFORMATION SECTION		
Local Education Agency Organization Structure.....	47	
Schedule of Average Daily Attendance.....	48	Table D-1
Schedule of Instructional Time.....	49	Table D-2
Schedule of Financial Trends and Analysis.....	50	Table D-3
Reconciliation of Annual Financial and Budget Report With Audited Financial Statements.....	51	Table D-4
Schedule of Charter Schools.....	52	Table D-5
Schedule of Excess Sick Leave.....	53	Table D-6
Schedule of Expenditures of Federal Awards	54	Table D-7
Notes to the Schedule of Expenditures of Federal Awards.....	55	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	56	
Report on Compliance with Requirements Applicable To each Major Program and Internal Control over Compliance In Accordance With OMB Circular A-133.....	58	
Auditor's Report on State Compliance.....	60	
Schedule of Findings and Questioned Costs	62	
Summary Schedule of Prior Audit Findings.....	65	

ITEM 15F

This page is left blank intentionally.

Financial Section

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Ave
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Independent Auditor's Report on Financial Statements

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of San Dieguito Union High School District as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of San Dieguito Union High School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of San Dieguito Union High School District as of June 30, 2008, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2008, on our consideration of San Dieguito Union High School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis and the budgetary comparison information identified as Required Supplementary Information in the table of contents are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

ITEM 15F

Our audit was performed for the purpose of forming opinions on the financial statements which collectively comprise the San Dieguito Union High School District's basic financial statements. The accompanying schedule of expenditures of federal awards required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations* and the combining financial statements and supporting schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Wilkinson Hadley King & Co., LLP

El Cajon, California
October 28, 2008

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Fiscal Year Ended June 30, 2008
(Unaudited)**

This section of San Dieguito Union High School District's (District) annual financial report presents management's discussion and analysis of the District's financial performance during the year ending June 30, 2008. The intent of this discussion and analysis is to look at the District's financial performance as a whole. Readers should also review the financial statements and notes to the basic financial statements included in the audit report to enhance their understanding of the District's financial performance.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. The statements are organized so the reader can understand the District as a complex financial entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The Statement of Net Assets and Statement of Activities provide information about the activities of the whole district, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail.

FINANCIAL HIGHLIGHTS

Key financial highlights for 2008 are as follows:

- Total governmental fund net assets are \$136,816,407
- The state wide average for the cost of living adjustment was 4.53%
- Outstanding Bonds were remarketed from a fluctuating interest rate to a fixed rate
- The District eliminated its association with the transportation cooperative
- The District gave a 2.00% across the board pay increase

Government-wide financial statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the assets and liabilities of the District, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information showing how the net assets of the District changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

Fund financial statements

A *fund* is a group of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

All of the funds of the District can be divided into two categories: governmental funds and proprietary funds.

- **Governmental funds.** *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The District maintains twelve individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund, the building fund, the capital facilities fund, and the capital project fund for blended component units, each of which are considered to be major funds. Data from the other seven governmental funds are combined into a single, aggregated presentation. Individual data for each of these non-major funds is provided in the form of combining statements elsewhere in this report.

The District adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with this budget.

- **Proprietary funds.** The District maintains one proprietary fund type, an internal service fund.

Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses two internal service funds to account for services provided to all the other funds of the District: Insurance premium reduction fund and deductible insurance loss fund. The internal service funds have been included within *governmental activities* in the government-wide financial statements. The two internal service funds are combined into a single, aggregated presentation in the proprietary fund financial statements.

Government-wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government’s financial position. In the case of the District, assets exceeded liabilities by \$136.9million at the close of the most recent fiscal year.

	<u>2006-07</u>	<u>2007-08</u>		
Current and Other Assets	45.4	29.4	13%	-35.2%
Capital Assets	199.3	198.1	87%	-0.6%
Total Assets	\$ 244.7	\$ 227.5		-7.0%
Long Term Debt Outstanding	91.4	88.6	98%	-3.1%
Other Liabilities	2.6	2.0	2%	-23.1%
Total Liabilities	\$ 94.0	\$ 90.6		-3.6%
Net Assets				
Invested in Capital Assets, Net of Related Debt	108.1	110.5	81%	2.2%
Restricted	28.9	7.5	5%	-74.0%
Unrestricted	13.6	18.9	14%	39.0%
Total Net Assets	\$ 150.6	\$ 136.9		-9.1%

- The resources in capital assets, less related debt, is (81%) of total net assets. Capital assets include land, site improvements, buildings, equipment, work in progress, less a deduction for accumulated depreciation.
- The restricted portion of the District’s net assets (5%), are reserved for capital projects, debt service and educational programs. The majority of the restricted balance consists of bond proceeds through the Community Facilities District (CFD) or Mello-Roos.
- The remaining balance of unrestricted net assets (14%) may be used to meet the District’s obligations to students, employees, and creditors and to honor future budget obligations.

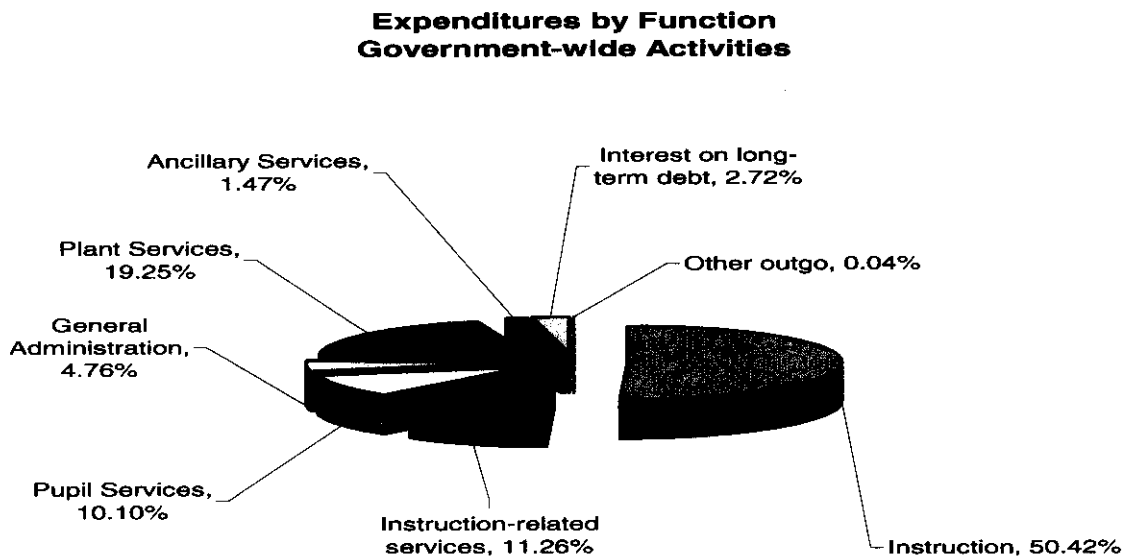
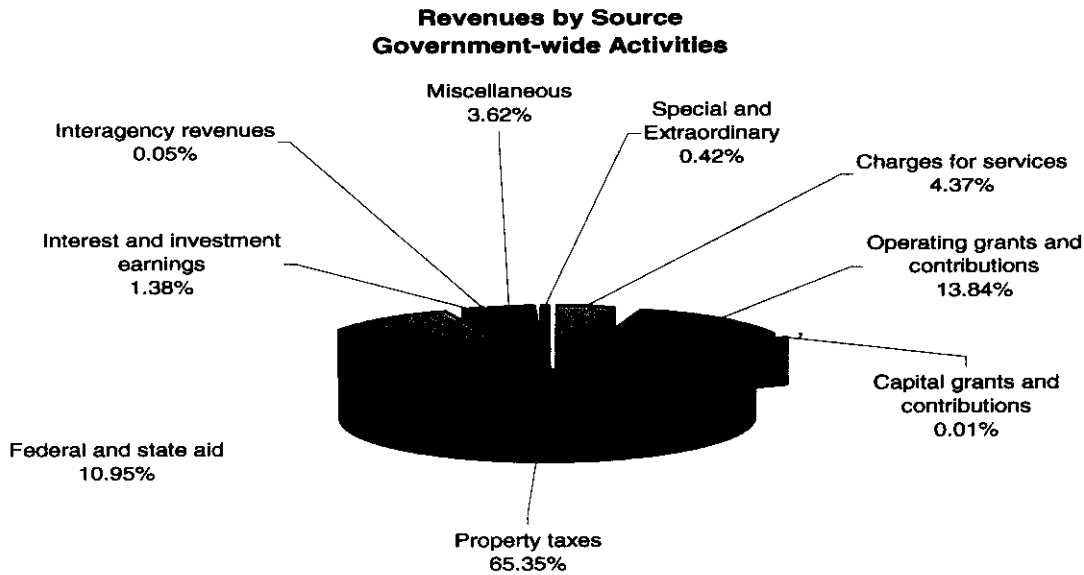
ITEM 15F

Governmental activities. The key elements of the District's net assets for the year ended June 30, 2008 are as follows:

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT				
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES				
Revenues	Governmental Activities		% of Total	% change
	2006-07	2007-08		
Program revenues				
Charges for services	7,060,535	5,105,502	4.37%	-27.7%
Operating grants and contributions	17,621,646	16,172,040	13.84%	-8.2%
Capital grants and contributions	65,135	12,332	0.01%	-81.1%
General revenues				
Property taxes	69,046,174	76,341,845	65.35%	10.6%
Federal and state aid not restricted to specific purposes	17,978,872	12,790,476	10.95%	-28.9%
Interest and investment earnings	1,669,176	1,615,185	1.38%	-3.2%
Interagency revenues	253,945	54,913	0.05%	-78.4%
Miscellaneous	3,952,315	4,234,158	3.62%	7.1%
Special and Extraordinary	-167,766	487,820	0.42%	390.8%
Total revenues	\$ 117,480,032	\$ 116,814,271	100.00%	-0.6%
Expenditures by Function				
Governmental activities				
Instruction	62,110,534	64,870,403	49.82%	4.4%
Instruction-related services	13,915,866	14,481,840	11.12%	4.1%
Pupil Services	13,483,339	12,994,682	9.98%	-3.6%
General Administration	6,185,120	6,119,155	4.70%	-1.1%
Plant Services	13,470,584	26,318,948	20.21%	95.4%
Ancillary Services	1,865,328	1,887,312	1.45%	1.2%
Community Services	-	-	-	-
Interest on long-term debt	5,599,676	3,498,454	2.69%	-37.5%
Other outgo	11,739	45,656	0.04%	288.9%
Depreciation (unallocated)	-	-	-	-
	\$ 116,642,186	\$ 130,216,450	100.00%	11.6%
Increase (decrease) in net assets	\$ 837,846	\$ (13,402,179)		
Net Assets - beginning	\$ 149,380,740	\$ 150,218,586		
Net assets - ending	\$ 150,218,586	\$ 136,816,407		

- **Charges for Services:** Decrease \$1.96Mil (27.7%) – as a result of SDUHSD dissolving the transportation cooperative – loss of revenue.
- **Operating Grants & Contributions:** Decrease \$1.5Mil (8.2%) – decrease in state revenue via categorical funding and state aid in the revenue limit calculation.
- **Capital Grants & Contributions:** Decrease of \$53K (81.1%) – interest earned on a smaller Fund 35 balance compared to the previous year.
- **Interagency Revenues:** Decrease \$199K (78.4%) – decrease in charter service income as a result of getting out of the transportation cooperative.
- **Special & Extraordinary:** Increase \$655K (390.8%) – as a result of the certificated health care waiver amount.
- **Plant Services:** Increase \$12.8Mil (95.4%) – depreciation expenses resulting from the completion of Canyon Crest Academy - bond remarketing expenses.
- **Interest on Long Term Debt:** Decrease \$2.1Mil (37.5%) – bond remarketing expenses and interest on unmatured debt.
- **Other Outgo:** Increase \$34K (288.9%) – special education expenses.

ITEM 15F



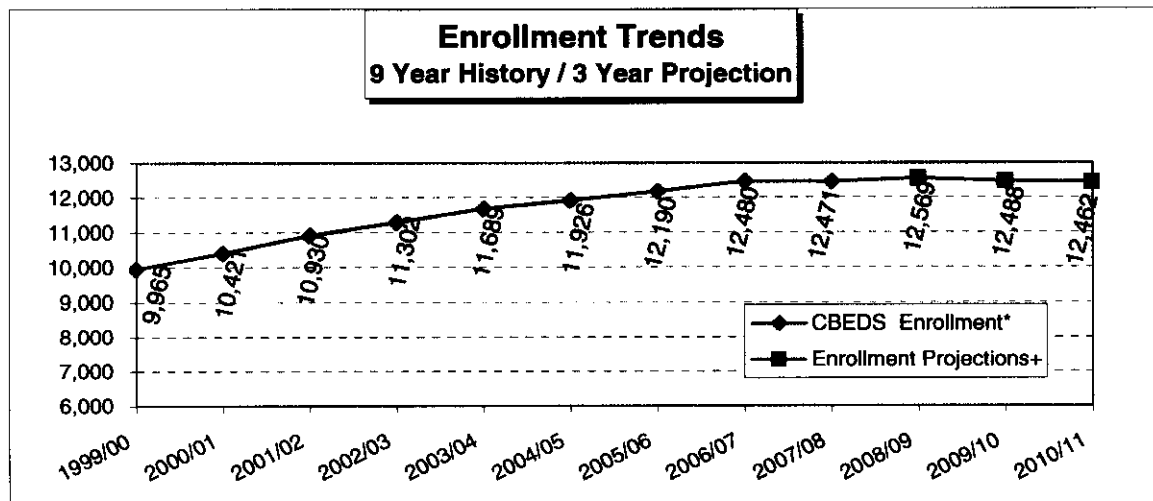
- State aid is based primarily on average daily attendance (ADA) and other appropriations. If a student is in attendance a full 180 days, the state awards the District one ADA. The state guarantees that if local taxes do not provide money equal to the base revenue limit guarantee it will make up the difference with state funding. The value of the base revenue limit increased by 4.57% during the year ended June 30, 2008.

5 YEAR REVENUE LIMIT TABLE				
	<u>SDUHSD</u>	<u>% Increase</u>	<u>State Average</u>	<u>Difference</u>
2001-02	5,275	3.94%	5,168	107
2002-03	5,383	2.05%	5,400	(17)
2003-04	5,485	1.89%	5,587	(102)
2004-05	5,654	3.08%	5,742	(88)
2005-06	5,897	4.30%	5,986	(89)
2006-07	6,350	7.68%	6,400	(50)
2007-08	6,640	4.57%	6,690	(50)

Enrollment, Enrollment Projections, and ADA

School Year	CBEDS Enrollment	Enrollment Projections	P2 ADA
1999/00	9,965		9,584
2000/01	10,421		9,977
2001/02	10,930		10,356
2002/03	11,302		10,806
2003/04	11,689		11,269
2004/05	11,926		11,525
2005/06	12,190		11,731
2006/07	12,375		11,950
2007/08	12,471		12,319
2008/09*		12,569	
2009/10*		12,488	
2010/11*		12,462	

*estimated



Financial Analysis of the District's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District's financing requirements. As the District completed the year, its governmental funds reported a combined fund balance of \$26.3 million, \$15.1 million lower than the previous year. The primary reason for the decrease in these governmental funds include the loss of revenue from exiting the transportation cooperative, flattening enrollment, absorbing fixed costs like step increases and column changes and progress payments made to contractors from Canyon Crest Academy. In addition, the following expenditures should be noted:

- General fund salaries totaled \$68.7 million while the associated employee benefits of retirement, social security, Medicare, insurance (medical, dental, life, and accident), workers' compensation, and unemployment added \$18.4 million to arrive at 85% of total general fund expenditures.

Governmental funds report the differences between their assets and liabilities as fund balance, which is divided into reserved and unreserved portions. Reservations indicate the portion of the District's fund balances that are not available for appropriation. The unreserved fund balance is, in turn, subdivided between designated and undesignated portions. Designations reflect limitations on the use of otherwise available expendable financial resources in governmental funds. The limitations include federal, state, donor-authorized and District self-imposed. Fund balances of debt service, capital projects, and other governmental funds are restricted by state law to be spent for the purpose of the fund and are not available for spending at the District's discretion. The \$12.5 million fund balance of the general fund is primarily designated for the following purposes:

Designation for economic uncertainty reserve. As required by state law, the District has established an undistributed reserve within the general fund. This reserve is required to be at least 3% of general fund expenditures set aside for contingencies or possible reductions in state funding and is not to be used in the negotiation or settlement of contract salaries. In addition, the District's Board of Trustees requires an additional 1.5% be held in reserve. As of June 2008, the \$12.5 million held in reserve meets the combined 4.5% requirement. The maintenance of a sufficient reserve is a key credit consideration in garnering excellent short-term and long-term bond ratings.

Restricted reserve for revolving fund. The District maintains a \$30,000 revolving cash fund for expediting emergency and small purchase reimbursement to employees.

Restricted reserve for stores inventories. Two departments, purchasing and nutrition services maintain perpetual inventories to expedite and reduce cost through volume purchasing. The total valuation as of June 30, 2008 was \$40,958.

General Fund Budgetary Highlights

During the year, the Board revised the District's budget. Budget amendments were to reflect changes in programs and related funding. The most significant differences may be summarized as follows:

- The difference between the original budget and the final amended budget was an increase of \$8.5 million or 9% in total general fund expenditures -- mainly in instruction and instruction-related services.
- During the year, final budgeted revenues exceeded original budgetary estimates by \$4.8 million, or 5%, to account for increases in revenue limit, federal and state aid and local donations.
- After adjustments, actual revenues were \$1.1 million above final budgeted amounts and expenditures were \$1.9 million below final budgeted amounts. The significant variance in revenues was a positive \$1.1 million in revenue limit sources. The significant variance in expenditures was a positive \$1.6 million in the Instructional function and a negative \$800 K in the General Administration Function. Positive variances indicate the actuals were better than expected. Resources available for appropriation were \$2.1 million above the final budgeted amount.
- Variances primarily result from expenditure-driven federal and state grants that are included in the budgets at their full amounts. Such grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met; unspent grant amounts are carried forward and included in the succeeding year's budget. Therefore, actual grant revenues and expenditures are normally less than the original budget amounts.

Capital Asset and Debt Administration

Capital Assets: The State School Facilities Fund (Fund 35-00) is used to account for the costs incurred in acquiring and improving sites, constructing and remodeling facilities, and procuring equipment necessary for providing educational programs for all students within the District. Funds expended in 2007-2008 were for the completion of Canyon Crest Academy.

The Special Reserve Fund for Capital Project Outlay Projects (Fund 40-00) is used to account for funds received from donors and grants for District capital facility projects. In July 2007, Fund 40-00 received \$300,000 from the Torrey Pines High School Foundation for the construction of the Torrey Pines Team Room. In October 2007, the foundation also donated \$90,000 for design concept drawings for a Visual Performing Arts Center at the Torrey Pines High School campus. The Torrey Pines Team Room project was completed in January, 2008.

The Capital Facilities Fund 25-18 consists of school facilities impact fees that assure school facilities and services will be available to meet the needs of residents of new developments. Capital Facilities

ITEM 15F

Fund 25-19 contains fees imposed and collected on new residential and commercial/industrial development within the District to fund additional school facilities required to serve additional grade 7-12 students generated by the new development. The fees are used for construction and/or acquisition of additional school facilities, remodeling existing school facilities to add additional classrooms and technology, and acquiring and installing additional portable classrooms to accommodate an increase in student population. 2007-2008 projects included the completion of the prior year's ongoing projects: the addition of the Torrey Pines High School Team Room, the relocation of the textbook and custodial space and its conversion to a dance and choir rehearsal area at Torrey Pines High School, the relocation of the art room space and its conversion to a technology lab at Earl Warren Middle School. In addition, a computer lab remodel project at San Dieguito High School Academy was also completed.

Capital assets at June 30, 2007 and 2008 are outlined below:

	June 30, 2007	June 30, 2008	Total Change
Land	\$ 54,522,725	\$ 54,522,725	\$ -
Improvement of Sites	19,444,604	19,667,363	\$ 222,759
Buildings	150,019,933	154,424,764	\$ 4,404,831
Equipment	9,086,069	9,728,471	\$ 642,402
Work in Progress	570,344	1,469,017	\$ 898,673
Accumulated depreciation	(34,400,574)	(\$41,679,778)	\$ (7,279,204)
Total Capital Assets	<u>\$ 199,243,101</u>	<u>\$ 198,132,562</u>	<u>\$ (1,110,539)</u>

Debt Administration: The District has no general obligation bonds outstanding; however, in August 2006, the District issued through the San Dieguito Public Facilities Authority the 2006 Revenue Refunding Bonds (the "Original Bonds") to prepay and defease the outstanding 1998 and 2004 Revenue Bonds.

In connection with a conversion of interest on the Original Bonds from an auction rate to a long term rate on May 18, 2008, the Authority completed a remarketing of Series 2006A and 2006B bonds, and a third series of remarketed Original Bonds, 2006C, for the purpose of providing funds, along with other moneys available to the Authority, to purchase the outstanding Original Bonds, pursuant to the provisions of the Indenture. The outstanding Original Bonds were required to be tendered in connection with the conversion of interest on the Original Bonds from an auction rate to a long term rate.

The 2006 Bonds have been remarketed in the aggregate principal amount of \$89,130,000, and will mature on August 1, 2041, subject to redemption prior to maturity.

Interest on the bonds is payable semiannually each February 1 and August 1, and bear rates of 4% - 7%.

The 2006 Bonds are insured by a financial guaranty insurance policy by Ambac Assurance Corporation.

The Series 2006A bonds are rated AAA (A underlying) by Standard & Poor's and Aaa (A3 underlying) by Moody's. The Series 2006B subordinate bonds are rated AAA (A- underlying). The Series 2006C super subordinate bonds are non-rated. The San Dieguito Public Facilities Authority

ITEM 15F

assumes all debt service responsibility for the revenue bonds consistent with California law. The San Dieguito Union High School District is not obligated for any debt repayment in the event of default.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the San Dieguito Union High School District's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Associate Superintendent of Business Services, San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024.

Basic Financial Statements

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF NET ASSETS

JUNE 30, 2008

	<u>Governmental Activities</u>
ASSETS:	
Cash in County Treasury	\$ 17,938,250
Cash on Hand and in Banks	2,153,435
Cash in Revolving Fund	30,000
Cash with a Fiscal Agent/Trustee	2,576,040
Accounts Receivable	5,778,790
Stores Inventories	40,958
Prepaid Expense	829,584
Capital Assets:	
Land	54,522,725
Improvements	19,667,363
Buildings	154,424,764
Equipment	9,728,471
Work in Progress	1,469,017
Less Accumulated Depreciation	(41,679,778)
Total Assets	<u>227,479,619</u>
LIABILITIES:	
Accounts Payable	1,941,134
Deferred Revenues	23,606
Long-term Liabilities	
Due within one year	2,041,916
Due in more than one year	86,656,556
Total Liabilities	<u>90,663,212</u>
NET ASSETS:	
Invested in Capital Assets, Net of Related Debt	110,551,006
Restricted for:	
Capital Projects	1,469,017
Debt Service	1,558,444
Educational Programs	4,482,688
Unrestricted	18,755,252
Total Net Assets	<u>\$ 136,816,407</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2008

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
PRIMARY GOVERNMENT:					
Government Activities:					
Instruction	\$ 64,870,403	\$ 1,521,505	\$ 10,627,218	\$ 12,332	\$ (52,709,348)
Instruction-Related Services	14,481,840	269,884	2,334,742	-	(11,877,214)
Pupil Services	12,994,682	3,000,518	2,464,408	-	(7,529,756)
General Administration	6,119,155	227,703	547,175	-	(5,344,277)
Plant Services	26,318,948	3	70,200	-	(26,248,745)
Ancillary Services	1,887,312	-	-	-	(1,887,312)
Interest on Long-Term Debt	3,498,454	-	-	-	(3,498,454)
Other Outgo	45,656	85,889	128,297	-	168,530
Total Governmental Activities	<u>130,216,450</u>	<u>5,105,502</u>	<u>16,172,040</u>	<u>12,332</u>	<u>(108,926,576)</u>
Total Primary Government	<u>\$ 130,216,450</u>	<u>\$ 5,105,502</u>	<u>\$ 16,172,040</u>	<u>\$ 12,332</u>	<u>(108,926,576)</u>
General Revenues:					
Taxes and Subventions					76,341,845
Federal and State Revenues, not restricted					12,790,476
Interest and investment Earnings					1,615,185
Interagency Revenues					54,913
Miscellaneous					4,234,158
Special and Extraordinary Items					487,820
Total General Revenues					<u>95,524,397</u>
Change in Net Assets					(13,402,179)
Net Assets - Beginning					150,218,586
Net Assets - Ending					<u>\$ 136,816,407</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS

JUNE 30, 2008

ITEM 15F

	General Fund	Cafeteria Fund
ASSETS:		
Cash in County Treasury	\$ 9,063,112	\$ 502,830
Cash on Hand and in Banks	-	39,189
Cash in Revolving Fund	30,000	-
Cash with a Fiscal Agent/Trustee	-	-
Accounts Receivable	4,983,304	211,112
Due from Other Funds	228,034	3,625
Stores Inventories	1,144	39,814
Total Assets	<u>\$ 14,305,594</u>	<u>\$ 796,570</u>
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	\$ 1,799,518	\$ 62,672
Due to Other Funds	6,393	169,370
Deferred Revenue	23,607	-
Total Liabilities	<u>1,829,518</u>	<u>232,042</u>
Fund Balance:		
Reserved Fund Balances:		
Reserve for Revolving Cash	30,000	-
Reserve for Stores Inventories	1,144	39,814
Reserve for All Others	1,375,000	-
Unreserved	11,069,932	524,714
Unreserved, reported in nonmajor:		
Special Revenue Funds	-	-
Capital Projects Funds	-	-
Total Fund Balance	<u>12,476,076</u>	<u>564,528</u>
Total Liabilities and Fund Balances	<u>\$ 14,305,594</u>	<u>\$ 796,570</u>

The accompanying notes are an integral part of this statement.

EXHIBIT A-3

ITEM 15F

Capital Facilities Fund	Capital Projects Fund For Blended Component Units	Other Governmental Funds	Total Governmental Funds
\$ 3,786,806	\$ -	\$ 4,378,555	\$ 17,731,303
-	2,109,246	5,000	2,153,435
-	-	-	30,000
-	2,576,040	-	2,576,040
30,520	373,280	176,732	5,774,948
-	-	2,768	234,427
-	-	-	40,958
<u>\$ 3,817,326</u>	<u>\$ 5,058,566</u>	<u>\$ 4,563,055</u>	<u>\$ 28,541,111</u>
\$ 16,638	\$ -	\$ 62,305	\$ 1,941,133
1,057	-	57,607	234,427
-	-	-	23,607
<u>17,695</u>	<u>-</u>	<u>119,912</u>	<u>2,199,167</u>
-	-	-	30,000
-	-	-	40,958
-	-	-	1,375,000
3,799,631	5,058,566	-	20,452,843
-	-	3,966,267	3,966,267
-	-	476,876	476,876
<u>3,799,631</u>	<u>5,058,566</u>	<u>4,443,143</u>	<u>26,341,944</u>
<u>\$ 3,817,326</u>	<u>\$ 5,058,566</u>	<u>\$ 4,563,055</u>	<u>\$ 28,541,111</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
JUNE 30, 2008

Total fund balances - governmental funds balance sheet \$ 26,341,944

Amounts reported for governmental activities in the statement of net assets ("SNA") are different because.

Capital assets: In governmental funds, only current assets are reported. In the statement of net assets, all assets are reported, including capital assets and accumulated depreciation.

Capital assets relating to governmental activities, at historical cost:	239,812,340	
Accumulated depreciation:	(41,679,778)	
Net		198,132,562

Unamortized costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, debt issue costs are amortized over the life of the debt. Unamortized debt issue costs are: 829,582

Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net assets, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Compensated absences payable	1,116,916	
Unamortized premiums	(1,548,444)	
Lease revenue bonds payable	89,130,000	
Total		(88,698,472)

Internal service funds: Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to operate for the benefit of governmental activities, assets and liabilities of internal service funds are reported with governmental activities in the statement of net assets. Net assets for internal service funds are: 210,791

Net assets of governmental activities - statement of net assets \$ 136,816,407

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

ITEM 15F

	General Fund	Cafeteria Fund
Revenues:		
Revenue Limit Sources:		
State Apportionments	\$ 11,486,832	\$ -
Local Sources	69,469,850	-
Federal Revenue	2,685,128	330,344
Other State Revenue	9,652,123	23,204
Other Local Revenue	9,729,422	2,746,427
Total Revenues	<u>103,023,355</u>	<u>3,099,975</u>
Expenditures:		
Instruction	61,944,570	-
Instruction - Related Services	13,809,501	-
Pupil Services	9,504,013	3,109,355
Ancillary Services	1,884,089	-
General Administration	5,380,551	144,274
Plant Services	10,058,120	-
Other Outgo	289,035	-
Debt Service:		
Principal	-	-
Interest	-	-
Total Expenditures	<u>102,869,879</u>	<u>3,253,629</u>
Excess (Deficiency) of Revenues		
Over (Under) Expenditures	<u>153,476</u>	<u>(153,654)</u>
Other Financing Sources (Uses):		
Transfers In	533,154	-
Transfers Out	(736,780)	-
Proceeds From Sale of Bonds	-	-
Other Uses	-	-
Total Other Financing Sources (Uses)	<u>(203,626)</u>	<u>-</u>
Net Change in Fund Balance	(50,150)	(153,654)
Fund Balance, July 1	12,526,226	718,182
Fund Balance, June 30	\$ <u>12,476,076</u>	\$ <u>564,528</u>

The accompanying notes are an integral part of this statement.

EXHIBIT A-5

ITEM 15F

Capital Facilities Fund	Capital Projects Fund For Blended Component Units	Other Governmental Funds	Total Governmental Funds
\$ -	\$ -	\$ -	\$ 11,486,832
-	-	-	69,469,850
-	-	197,890	3,213,362
-	-	1,311,555	10,986,882
1,193,586	6,327,739	1,172,350	21,169,524
<u>1,193,586</u>	<u>6,327,739</u>	<u>2,681,795</u>	<u>116,326,450</u>
-	-	782,247	62,726,817
-	-	638,609	14,448,110
-	-	186,155	12,799,523
-	-	-	1,884,089
-	-	56,729	5,581,554
2,601,871	11,531,927	1,891,704	26,083,622
-	-	-	289,035
-	91,125,000	-	91,125,000
-	4,026,099	-	4,026,099
<u>2,601,871</u>	<u>106,683,026</u>	<u>3,555,444</u>	<u>218,963,849</u>
<u>(1,408,285)</u>	<u>(100,355,287)</u>	<u>(873,649)</u>	<u>(102,637,399)</u>
50,000	-	716,780	1,299,934
(25,334)	-	(50,000)	(812,114)
-	89,130,000	-	89,130,000
-	(2,023,538)	-	(2,023,538)
<u>24,666</u>	<u>87,106,462</u>	<u>666,780</u>	<u>87,594,282</u>
(1,383,619)	(13,248,825)	(206,869)	(15,043,117)
5,183,250	18,307,391	4,650,012	41,385,061
<u>\$ 3,799,631</u>	<u>\$ 5,058,566</u>	<u>\$ 4,443,143</u>	<u>\$ 26,341,944</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2008

Net change in fund balances - total governmental funds \$ (15,043,117)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	6,168,665	
Depreciation expense:	(7,279,204)	
Net:		(1,110,539)

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 91,125,000

Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount were: (89,130,000)

Debt issue costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, issue costs are amortized over the life of the debt. The difference between debt issue costs recognized in the current period and issue costs amortized for the period is:

Issue costs incurred:	243,379	
Issue costs amortized:	-	
Net:		243,379

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: 1,002,768

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: (154,376)

Internal Service Funds: Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to benefit governmental activities, internal service activities are reported as governmental in the statement of activities. The net increase or decrease in internal service funds was: (335,294)

Change in net assets of governmental activities - statement of activities \$ (13,402,179)

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
STATEMENT OF NET ASSETS
INTERNAL SERVICE FUND
JUNE 30, 2008

	Nonmajor Internal Service Fund	Self-Insurance Fund
	<u> </u>	<u> </u>
ASSETS:		
Current Assets:		
Cash in County Treasury	\$ 206,947	
Accounts Receivable	3,844	
Total Current Assets	<u>210,791</u>	
Total Assets	<u>\$ 210,791</u>	
LIABILITIES:		
Total Liabilities	<u>-</u>	
NET ASSETS:		
Unrestricted Net Assets	\$ 210,791	
Total Net Assets	<u>\$ 210,791</u>	

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENSES, AND CHANGES
IN FUND NET ASSETS - INTERNAL SERVICE FUND
FOR THE YEAR ENDED JUNE 30, 2008

	Nonmajor Internal Service Fund
	Self-Insurance Fund
Operating Revenues:	
Local Revenue	\$ 198,019
Total Revenues	<u>198,019</u>
Operating Expenses:	
Services and Other Operating Expenses	45,493
Total Expenses	<u>45,493</u>
Income (Loss) before Contributions and Transfers	152,526
Interfund Transfers In	20,000
Interfund Transfers Out	(507,820)
Change in Net Assets	<u>(335,294)</u>
Total Net Assets - Beginning	546,085
Total Net Assets - Ending	<u>\$ 210,791</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF CASH FLOWS

PROPRIETARY FUNDS

FOR THE YEAR ENDED JUNE 30, 2008

	Nonmajor Internal Service Fund
	Self-Insurance Fund
Cash Flows from Operating Activities:	
Cash Received from Customers	\$ 174,381
Cash Payments to Other Suppliers for Goods and Services	(45,493)
Net Cash Provided (Used) by Operating Activities	<u>128,888</u>
Cash Flows from Non-capital Financing Activities:	
Transfers From (To) Primary Government	<u>(487,820)</u>
Cash Flows from Investing Activities:	
Interest and Dividends on Investments	<u>25,059</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(333,873)
Cash and Cash Equivalents at Beginning of Year	540,820
Cash and Cash Equivalents at End of Year	<u>\$ 206,947</u>
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating Income (Loss)	\$ (335,294)
Change in Assets and Liabilities:	
Decrease (Increase) in Receivables	1,421
Total Adjustments	<u>1,421</u>
Net Cash Provided (Used) by Operating Activities	<u>\$ (333,873)</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
JUNE 30, 2008

	<u>Agency Fund</u>	<u>Student Body Fund</u>
ASSETS:		
Cash on Hand and in Banks	\$ 1,217,314	
Total Assets	<u>\$ 1,217,314</u>	
LIABILITIES:		
Due to Student Groups	\$ 1,217,314	
Total Liabilities	<u>1,217,314</u>	
NET ASSETS:		
Total Net Assets	<u>\$ -</u>	

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

A. Summary of Significant Accounting Policies

San Dieguito Union High School District (District) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14, "The Financial Reporting Entity," include whether:

- the organization is legally separate (can sue and be sued in its name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has one component unit, the San Dieguito Public Facilities Financing Authority. This component unit is shown as a blended component unit in the accompanying financial statements. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statement.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Statements: The statement of net assets and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The District reports the following major governmental funds:

General Fund. This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Cafeteria Fund. This fund is used to separately account for the food service operations of the district.

Capital Facilities Fund. This fund is used primarily to account separately for monies received from fees levied on developers or other agencies on condition of approving a development.

Capital Projects Fund for Blended Component Units. This fund accounts for the activities of the District's Public Facilities Financing Authority and is used to provide resources for capital outlay projects.

In addition, the District reports the following fund types:

Special Revenue Funds: These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Capital Projects Funds: These funds account for the acquisition and/or construction of all major governmental general fixed assets.

Debt Service Funds. These funds account for the accumulation of resources for, and the payment of general long-term debt principal, interest, and related costs.

Internal Service Funds: These funds are used to account for revenues and expenses related to services provided to parties inside the District. These funds facilitate distribution of support costs to the users of support services on a cost-reimbursement basis. Because the principal users of the internal services are the District's governmental activities, this fund type is included in the "Governmental Activities" column of the government-wide financial statements.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

Under GASB Statement No. 20, "Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting," all proprietary funds will continue to follow Financial Accounting Standards Board ("FASB") standards issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen to apply future FASB standards.

3. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

4. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$100,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Infrastructure	30
Buildings	50
Building Improvements	20
Vehicles	5-15
Office Equipment	5-15
Other Equipment	5-15

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in the general fund at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f. Deferred Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Deferred revenue is recorded to the extent cash received on specific projects and programs exceeds qualified expenditures.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

g. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net assets.

h. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

i. Fund Balance Reserves and Designations

Reservations of the ending fund balance indicate the portions of fund balance not appropriable for expenditure or amounts legally segregated for a specific future use. The reserve for revolving fund and reserve for stores inventory reflect the portions of fund balance represented by revolving fund cash and stores inventory, respectively. These amounts are not available for appropriation and expenditure at the balance sheet date.

Designations of the ending fund balance indicate tentative plans for financial resource utilization in a future period.

j. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

<u>Violation</u>	<u>Action Taken</u>
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Assets of Individual Funds

Following are funds having deficit fund balances or fund net assets at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None reported	Not applicable	Not applicable

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

C. Excess of Expenditures Over Appropriations

As of June 30, 2008 expenditures exceeded appropriations in individual funds as follows:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>
General Fund:	
Ancillary services	\$ 213,968
General administration	807,620
Other outgo	243,347

D. Cash and Investments

1. Cash in County Treasury:

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$17,938,250 as of June 30, 2008). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$17,938,250. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

2. Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$3,370,749 as of June 30, 2008) and in the revolving fund (\$30,000) are insured up to \$100,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

3. Investments:

The District's investments at June 30, 2008 are shown below.

<u>Investment or Investment Type</u>	<u>Fair Value</u>
Treasury Obligations	\$ 76,040
Guaranteed Investment Agreement	2,500,000
Total Investments	<u>\$ 2,576,040</u>

4. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District was not exposed to credit risk.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are unisured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name. At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

5. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

E. Capital Assets

Capital asset activity for the year ended June 30, 2008 was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 54,522,725	\$ -	\$ -	\$ 54,522,725
Work in progress	570,344	898,673	-	1,469,017
Total capital assets not being depreciated	55,093,069	898,673	-	55,991,742
Capital assets being depreciated:				
Buildings	150,019,933	4,404,831	-	154,424,764
Land improvements	19,444,604	222,759	-	19,667,363
Equipment	9,086,069	642,402	-	9,728,471
Total capital assets being depreciated	178,550,606	5,269,992	-	183,820,598
Less accumulated depreciation for:				
Buildings	(19,693,152)	(5,682,591)	-	(25,375,743)
Land improvements	(9,477,556)	(788,681)	-	(10,266,237)
Equipment	(5,229,866)	(807,932)	-	(6,037,798)
Total accumulated depreciation	(34,400,574)	(7,279,204)	-	(41,679,778)
Total capital assets being depreciated, net	144,150,032	(2,009,212)	-	142,140,820
Governmental activities capital assets, net	\$ 199,243,101	\$ (1,110,539)	\$ -	\$ 198,132,562

Depreciation was charged to functions as follows:

Instruction	\$ 2,446,325
Instruction-Related Services	375,448
Pupil Services	26,692
Ancillary Services	3,223
General Administration	137,151
Plant Services	4,290,365
	\$ 7,279,204

F. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2008 consisted of the following:

Due To Fund	Due From Fund	Amount
General Fund	Adult Education Fund	\$ 57,607
General Fund	Cafeteria Fund	169,370
General Fund	Capital Facilities Fund	1,057
Cafeteria Fund	General Fund	3,625
Pupil Transportation Fund	General Fund	2,767
	Total	\$ 234,426

All amounts due are scheduled to be repaid within one year.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2008 consisted of the following:

Transfers From	Transfers To	Amount
General Fund	Pupil Transportation Fund	\$ 207,923
General Fund	Deferred Maintenance Fund	508,857
General Fund	Self Insurance Fund	20,000
Adult Education Fund	Capital Facilities Fund	50,000
Self Insurance Fund	General Fund	507,820
Capital Facilities Fund	General Fund	25,335
	Total	<u>\$ 1,319,935</u>

G. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources.

H. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2008 are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Governmental activities:					
Special revenue bonds	\$ 91,125,000	\$ 89,130,000	\$ 91,125,000	\$ 89,130,000	925,000
Compensated absences *	962,540	154,376	-	1,116,916	1,116,916
Unamortized discount	(712,366)	(1,548,444)	(712,366)	(1,548,444)	-
Total governmental activities	<u>\$ 91,375,174</u>	<u>\$ 87,735,932</u>	<u>\$ 90,412,634</u>	<u>\$ 88,698,472</u>	<u>\$ 2,041,916</u>

* Other long-term liabilities

The funds typically used to liquidate other long-term liabilities in the past are as follows:

Liability	Activity Type	Fund
Compensated absences	Governmental	General

2. Debt Service Requirements

Debt service requirements on long-term debt at June 30, 2008 are as follows:

Year Ending June 30.	Governmental Activities		
	Principal	Interest	Total
2009	\$ 2,041,916	\$ 2,943,721	\$ 4,985,637
2010	1,645,000	4,095,724	5,740,724
2011	1,710,000	4,028,624	5,738,624
2012	1,780,000	3,958,824	5,738,824
2013	1,850,000	3,886,224	5,736,224
2014-2018	10,605,000	18,214,244	28,819,244
2019-2023	12,985,000	15,750,279	28,735,279
2024-2028	16,110,000	12,428,071	28,538,071
2029-2033	20,230,000	7,977,000	28,207,000
2034-2038	16,560,000	2,994,500	19,554,500
2038-2042	4,730,000	370,200	5,100,200
Totals	<u>\$ 90,246,916</u>	<u>\$ 76,647,411</u>	<u>\$ 166,894,327</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

4. Unamortized Discount

Bonds issued in the year ended June 30, 2008 were sold at a discount, meaning that the market rate of interest was higher than the stated rate of interest on the bonds; therefore, they were sold for less than the face value. Generally Accepted Accounting Principles (GAAP) requires that this discount be amortized over the life of the debt. The carrying value reported on the government-wide balance sheet was presented in accordance with GAAP and was the face value of the debt less the unamortized discount. The total discount for the debt was \$1,548,444.

I. Joint Ventures (Joint Powers Agreements)

The District participates in one joint powers agreement (JPA) entity, the San Diego County Schools Risk Management (SDCSR). The relationship between the District and the JPA is such that the JPA is not a component unit of the District.

The JPA arranges for and provides for various types of insurances for its member districts as requested. The JPA is governed by a board consisting of a representative from each member district. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

Combined condensed audited financial information of the District's share of the JPA for the year ended June 30, 2008 is as follows:

Total Assets	\$	4,843,227
Total Liabilities		1,338,611
Total Fund Balance		3,504,616
Total Cash Receipts		2,455,088
Total Cash Disbursements		1,865,165
Net Change in Fund Balance		589,923

J. Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the Public Employees' Retirement System (PERS).

PERS:

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

Funding Policy

Active plan members are required to contribute 7% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2007-08 was 9.32% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to CalPERS for the fiscal year ending June 30, 2008, 2007 and 2006 were \$1,587,458, \$1,577,474 and \$1,479,638, respectively, and equal 100% of the required contributions for each year. The amount contributed by the State on behalf of the District was \$0.

STRS:

Plan Description

The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2007-08 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to STRS for the fiscal year ending June 30, 2008, 2007 and 2006 were \$4,570,585, \$4,427,645 and \$3,807,887, respectively, and equal 100% of the required contributions for each year. The amount contributed by the State on behalf of the District was \$2,867,457.

K. Postemployment Benefits Other Than Pension Benefits

The District provides postretirement health care benefits, as established by board policy, to all employees who retire from the District on or after attaining age 55 with at least 10 years of service.

The District pays health insurance premiums on behalf of qualified pre-Medicare retirees at a rate ranging from 50% to 100% of the cost, depending on length of service and other factors. During the year ended June 30 2008, expenditures of \$389,281 were recognized for postretirement health care. These costs were funded on a pay-as-you-go basis. The District does not recognize a liability for future postemployment health care benefits because the amount cannot be reasonably determined.

L. Commitments and Contingencies

Litigation

The District is involved in various litigation. In the opinion of management and legal counsel, the disposition of all litigation pending will not have a material effect on the financial statements.

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

M. GASB Statement No. 45

In June 2004, the Governmental Accounting Standards Board (GASB) issued Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. The pronouncement will require employers providing postemployment benefits, commonly referred to as other postemployment benefits, or OPEB, to recognize and account for the costs of providing these benefits on an accrual basis and provide footnote disclosure on the progress toward funding the benefits. The implementation date for this pronouncement will be phased in over three years based upon the entity's revenues. GASB Statement No. 45 will be effective for the San Dieguito Union High School District beginning in the 2008-09 fiscal year. The effect of this pronouncement on the financial condition of the District has not been determined.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2008

EXHIBIT B-1
ITEM 15F

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
Revenue Limit Sources:				
State Apportionments	\$ 8,810,270	\$ 8,781,972	\$ 11,486,832	\$ 2,704,860
Local Sources	69,986,540	71,044,042	69,469,850	(1,574,192)
Federal Revenue	2,496,952	2,855,888	2,685,128	(170,760)
Other State Revenue	9,223,978	9,921,806	9,652,123	(269,683)
Other Local Revenue	6,566,789	9,296,814	9,729,422	432,608
Total Revenues	<u>97,084,529</u>	<u>101,900,522</u>	<u>103,023,355</u>	<u>1,122,833</u>
Expenditures:				
Instruction	56,455,014	63,524,978	61,944,570	1,580,408
Instruction - Related Services	13,469,536	14,120,048	13,809,501	310,547
Pupil Services	8,593,128	10,065,335	9,504,013	561,322
Ancillary Services	769,204	1,670,121	1,884,089	(213,968)
General Administration	6,232,654	4,572,931	5,380,551	(807,620)
Plant Services	10,726,055	10,741,500	10,058,120	683,380
Other Outgo	22,000	45,688	289,035	(243,347)
Total Expenditures	<u>96,267,591</u>	<u>104,740,601</u>	<u>102,869,879</u>	<u>1,870,722</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>816,938</u>	<u>(2,840,079)</u>	<u>153,476</u>	<u>2,993,555</u>
Other Financing Sources (Uses):				
Transfers In	40,000	550,000	533,154	(16,846)
Transfers Out	(661,796)	(736,780)	(736,780)	-
Total Other Financing Sources (Uses)	<u>(621,796)</u>	<u>(186,780)</u>	<u>(203,626)</u>	<u>(16,846)</u>
Net Change in Fund Balance	195,142	(3,026,859)	(50,150)	2,976,709
Fund Balance, July 1	-	12,526,226	12,526,226	-
Fund Balance, June 30	<u>\$ 195,142</u>	<u>\$ 9,499,367</u>	<u>\$ 12,476,076</u>	<u>\$ 2,976,709</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

CAFETERIA FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2008

EXHIBIT B-2
ITEM 15F

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
Federal Revenue	\$ 241,000	\$ 332,000	\$ 330,344	\$ (1,656)
Other State Revenue	11,000	23,346	23,204	(142)
Other Local Revenue	2,846,600	2,790,632	2,746,427	(44,205)
Total Revenues	<u>3,098,600</u>	<u>3,145,978</u>	<u>3,099,975</u>	<u>(46,003)</u>
Expenditures:				
Pupil Services	3,025,205	3,194,600	3,109,355	85,245
General Administration	140,370	144,275	144,274	1
Total Expenditures	<u>3,165,575</u>	<u>3,338,875</u>	<u>3,253,629</u>	<u>85,246</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(66,975)</u>	<u>(192,897)</u>	<u>(153,654)</u>	<u>39,243</u>
Net Change in Fund Balance	(66,975)	(192,897)	(153,654)	39,243
Fund Balance, July 1	718,182	718,182	718,182	-
Fund Balance, June 30	<u>\$ 651,207</u>	<u>\$ 525,285</u>	<u>\$ 564,528</u>	<u>\$ 39,243</u>

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2008

	Special Revenue Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit A-3)
ASSETS:			
Cash in County Treasury	\$ 3,905,556	\$ 472,999	\$ 4,378,555
Cash on Hand and in Banks	5,000	-	5,000
Accounts Receivable	172,855	3,877	176,732
Due from Other Funds	2,768	-	2,768
Total Assets	<u>\$ 4,086,179</u>	<u>\$ 476,876</u>	<u>\$ 4,563,055</u>
LIABILITIES AND FUND BALANCE:			
Liabilities:			
Accounts Payable	\$ 62,305	\$ -	\$ 62,305
Due to Other Funds	57,607	-	57,607
Total Liabilities	<u>119,912</u>	<u>-</u>	<u>119,912</u>
Fund Balance:			
Unreserved, reported in nonmajor:			
Special Revenue Funds	3,966,267	-	3,966,267
Capital Projects Funds	-	476,876	476,876
Total Fund Balance	<u>3,966,267</u>	<u>476,876</u>	<u>4,443,143</u>
Total Liabilities and Fund Balances	<u>\$ 4,086,179</u>	<u>\$ 476,876</u>	<u>\$ 4,563,055</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Special Revenue Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit A-5)
Revenues:			
Federal Revenue	\$ 197,890	\$ -	\$ 197,890
Other State Revenue	1,311,555	-	1,311,555
Other Local Revenue	755,323	417,027	1,172,350
Total Revenues	<u>2,264,768</u>	<u>417,027</u>	<u>2,681,795</u>
Expenditures:			
Instruction	782,247	-	782,247
Instruction - Related Services	638,609	-	638,609
Pupil Services	186,155	-	186,155
General Administration	56,729	-	56,729
Plant Services	1,104,788	786,916	1,891,704
Total Expenditures	<u>2,768,528</u>	<u>786,916</u>	<u>3,555,444</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(503,760)</u>	<u>(369,889)</u>	<u>(873,649)</u>
Other Financing Sources (Uses):			
Transfers In	716,780	-	716,780
Transfers Out	(50,000)	-	(50,000)
Total Other Financing Sources (Uses)	<u>666,780</u>	<u>-</u>	<u>666,780</u>
Net Change in Fund Balance	163,020	(369,889)	(206,869)
Fund Balance, July 1	3,803,247	846,765	4,650,012
Fund Balance, June 30	<u>\$ 3,966,267</u>	<u>\$ 476,876</u>	<u>\$ 4,443,143</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
JUNE 30, 2008

ITEM 15F

	Adult Education Fund	Deferred Maintenance Fund
	<u> </u>	<u> </u>
ASSETS:		
Cash in County Treasury	\$ 350,583	\$ 1,223,718
Cash on Hand and in Banks	5,000	-
Accounts Receivable	143,746	10,880
Due from Other Funds	-	-
Total Assets	<u>\$ 499,329</u>	<u>\$ 1,234,598</u>
 LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	\$ 59,816	\$ 2,489
Due to Other Funds	57,607	-
Total Liabilities	<u>117,423</u>	<u>2,489</u>
 Fund Balance:		
Unreserved, reported in nonmajor:		
Special Revenue Funds	<u>381,906</u>	<u>1,232,109</u>
Total Fund Balance	<u>381,906</u>	<u>1,232,109</u>
 Total Liabilities and Fund Balances	<u>\$ 499,329</u>	<u>\$ 1,234,598</u>

EXHIBIT C-3

ITEM 15F

Public Transportation Equipment	Special Reserve Fund	Total Nonmajor Special Revenue Funds (See Exhibit C-1)
\$ 19,000	\$ 2,312,255	\$ 3,905,556
-	-	5,000
144	18,085	172,855
2,768	-	2,768
<u>\$ 21,912</u>	<u>\$ 2,330,340</u>	<u>\$ 4,086,179</u>
\$ -	\$ -	\$ 62,305
-	-	57,607
<u>-</u>	<u>-</u>	<u>119,912</u>
21,912	2,330,340	3,966,267
<u>21,912</u>	<u>2,330,340</u>	<u>3,966,267</u>
<u>\$ 21,912</u>	<u>\$ 2,330,340</u>	<u>\$ 4,086,179</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 15F

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Adult Education Fund	Deferred Maintenance Fund
	<u> </u>	<u> </u>
Revenues:		
Federal Revenue	\$ 197,890	\$ -
Other State Revenue	838,613	472,942
Other Local Revenue	650,843	37,996
Total Revenues	<u>1,687,346</u>	<u>510,938</u>
Expenditures:		
Instruction	782,247	-
Instruction - Related Services	638,609	-
Pupil Services	-	-
General Administration	56,729	-
Plant Services	276,047	828,741
Total Expenditures	<u>1,753,632</u>	<u>828,741</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(66,286)</u>	<u>(317,803)</u>
Other Financing Sources (Uses):		
Transfers In	-	508,857
Transfers Out	(50,000)	-
Total Other Financing Sources (Uses)	<u>(50,000)</u>	<u>508,857</u>
Net Change in Fund Balance	(116,286)	191,054
Fund Balance, July 1	498,192	1,041,055
Fund Balance, June 30	<u>\$ 381,906</u>	<u>\$ 1,232,109</u>

EXHIBIT C-4

ITEM 15F

Public Transportation Equipment	Special Reserve Fund	Total Nonmajor Special Revenue Funds (See Exhibit C-2)
\$ -	\$ -	\$ 197,890
-	-	1,311,555
144	66,340	755,323
<u>144</u>	<u>66,340</u>	<u>2,264,768</u>
-	-	782,247
-	-	638,609
186,155	-	186,155
-	-	56,729
-	-	1,104,788
<u>186,155</u>	<u>-</u>	<u>2,768,528</u>
<u>(186,011)</u>	<u>66,340</u>	<u>(503,760)</u>
207,923	-	716,780
-	-	(50,000)
<u>207,923</u>	<u>-</u>	<u>666,780</u>
21,912	66,340	163,020
-	2,264,000	3,803,247
<u>\$ 21,912</u>	<u>\$ 2,330,340</u>	<u>\$ 3,966,267</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR CAPITAL PROJECTS FUNDS
JUNE 30, 2008

	Building Fund	County School Facilities Fund	Special Reserve for Capital Outlay Fund	Total Nonmajor Capital Projects Funds (See Exhibit C-1)
ASSETS:				
Cash in County Treasury	\$ 360,976	\$ 103,760	\$ 8,263	\$ 472,999
Accounts Receivable	2,829	873	175	3,877
Total Assets	<u>\$ 363,805</u>	<u>\$ 104,633</u>	<u>\$ 8,438</u>	<u>\$ 476,876</u>
 LIABILITIES AND FUND BALANCE:				
Liabilities:				
Total Liabilities	-	-	-	-
 Fund Balance:				
Unreserved, reported in nonmajor:				
Capital Projects Funds	\$ 363,805	\$ 104,633	\$ 8,438	\$ 476,876
Total Fund Balance	<u>363,805</u>	<u>104,633</u>	<u>8,438</u>	<u>476,876</u>
 Total Liabilities and Fund Balances	<u>\$ 363,805</u>	<u>\$ 104,633</u>	<u>\$ 8,438</u>	<u>\$ 476,876</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR CAPITAL PROJECTS FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Building Fund	County School Facilities Fund	Special Reserve for Capital Outlay Fund	Total Nonmajor Capital Projects Funds (See Exhibit C-2)
Revenues:				
Other Local Revenue	\$ 10,476	\$ 12,332	\$ 394,219	\$ 417,027
Total Revenues	<u>10,476</u>	<u>12,332</u>	<u>394,219</u>	<u>417,027</u>
Expenditures:				
Plant Services	-	400,384	386,532	786,916
Total Expenditures	<u>-</u>	<u>400,384</u>	<u>386,532</u>	<u>786,916</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>10,476</u>	<u>(388,052)</u>	<u>7,687</u>	<u>(369,889)</u>
Net Change in Fund Balance	10,476	(388,052)	7,687	(369,889)
Fund Balance, July 1	353,329	492,685	751	846,765
Fund Balance, June 30	<u>\$ 363,805</u>	<u>\$ 104,633</u>	<u>\$ 8,438</u>	<u>\$ 476,876</u>

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

Supplementary Information Section

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LOCAL EDUCATION AGENCY
ORGANIZATION STRUCTURE
JUNE 30, 2008

ITEM 15F

The San Dieguito Union School District was established in 1936. There were no changes in the boundaries of the district during the current fiscal year. The district is currently operating four comprehensive middle schools for grades seven through eight, and four comprehensive high schools for grades nine through twelve and one continuation high school. The district also operates an adult education program.

<u>Governing Board</u>		
<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Beth Hergesheimer	President	Four Year Term Expires December 2008
Joyce Dalessandro	Vice President	Four Year Term Expires December 2008
Linda Friedman	Clerk	Four Year Term Expires December 2010
Barbara Groth	Member	Four Year Term Expires December 2010
Deanna Rich	Member	Four Year Term Expires December 2010

<u>Administration</u>
Ken Noah Superintendent
Terry King Associate Superintendent Human Resources
Richard Schmitt Associate Superintendent Instruction
Stephen G. Ma Associate Superintendent Business Services
David Bevilaqua Executive Director of Finance

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2008

TABLE D-1
ITEM 15F

	<u>Revised Second Period Report</u>	<u>Annual Report</u>
Elementary:		
Grades 7 and 8	3,620.15	3,615.07
Home and Hospital	2.58	3.43
Special education	65.75	66.74
Elementary totals	<u>3,688.48</u>	<u>3,685.24</u>
High School:		
Grades 9 through 12, regular classes	8,076.56	8,125.52
Special education	135.50	135.89
Continuation education	125.36	126.51
Home and Hospital	7.11	8.28
High school totals	<u>8,344.53</u>	<u>8,396.20</u>
Classes for adults:		
Concurrently enrolled	2.68	2.96
Not concurrently enrolled	283.02	318.76
ADA totals	<u>12,318.71</u>	<u>12,403.16</u>
	<u>Hours of Attendance</u>	
<u>Summer School</u>		
Elementary	39,398	
High School	147,955	

Average daily attendance is a measurement of the number of pupils attending classes of the district. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2008

TABLE D-2
ITEM 15F

<u>Grade Level</u>	<u>1982-83 Actual Minutes</u>	<u>1986-87 Minutes Requirement</u>	<u>2007-08 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Number of Days Multitrack Calendar</u>	<u>Status</u>
Grade 7	50,327	54,000	63,255	180	-	Complied
Grade 8	50,327	54,000	63,255	180	-	Complied
Grade 9	64,800	64,800	65,035	180	-	Complied
Grade 10	64,800	64,800	65,035	180	-	Complied
Grade 11	64,800	64,800	65,035	180	-	Complied
Grade 12	64,800	64,800	65,035	180	-	Complied

Districts, including basic aid districts, must maintain their instructional minutes at either the 1982-83 actual minutes or the 1986-87 requirements, whichever is greater, as required by Education Code Section 46201. This schedule is required of all districts, including basic aid districts.

The district has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the district and whether the district complied with the provisions of Education Code Sections 46200 through 46206.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
YEAR ENDED JUNE 30, 2008

TABLE D-3
ITEM 15F

<u>General Fund</u>	<u>(Budget) 2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
Revenues and other financial sources	\$ <u>97,650,697</u>	\$ <u>103,556,509</u>	\$ <u>105,568,295</u>	\$ <u>91,638,533</u>
Expenditures, other uses and transfers out	<u>99,320,789</u>	<u>103,606,659</u>	<u>103,161,007</u>	<u>93,796,687</u>
Change in fund balance (deficit)	<u>(1,670,092)</u>	<u>(50,150)</u>	<u>2,407,288</u>	<u>(2,158,154)</u>
Ending fund balance	\$ <u>10,805,984</u>	\$ <u>12,476,076</u>	\$ <u>12,526,226</u>	\$ <u>10,118,938</u>
Available reserves	\$ <u>10,870,385</u>	\$ <u>11,164,333</u>	\$ <u>12,449,823</u>	\$ <u>10,020,981</u>
Available reserves as a percentage of total outgo	<u>10.9%</u>	<u>10.8%</u>	<u>12.1%</u>	<u>10.7%</u>
Total long-term debt	\$ <u>86,656,556</u>	\$ <u>88,698,472</u>	\$ <u>91,375,174</u>	\$ <u>91,701,201</u>
Average daily attendance at P-2	<u>12,412</u>	<u>12,319</u>	<u>12,248</u>	<u>12,006</u>

This schedule discloses the district's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the district's ability to continue as a going concern for a reasonable period of time.

The general fund balance has increased by \$293,385 over the past three years. The fiscal year 2008-09 budget projects a decrease of \$1,670,092. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, other uses and transfers out.

Long-term debt has decreased by \$3,543,967 over the past three years.

Average daily attendance (ADA) has increased by 519 over the past three years.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

TABLE D-4
ITEM 15F

	<u>General Fund</u>	<u>Adult Education Fund</u>
June 30, 2008, annual financial and budget report fund balances	\$ 11,150,477	\$ 405,406
Adjustments and reclassifications:		
Increasing (decreasing) the fund balance:		
Accounts receivable understatement	1,325,599	-
Accounts receivable overstatement	-	(23,500)
Net adjustments and reclassifications	<u>1,325,599</u>	<u>(23,500)</u>
June 30, 2008, audited financial statement fund balances	<u>\$ 12,476,076</u>	<u>\$ 381,906</u>
	<u>Capital Projects Fund for Blended Component Units</u>	
June 30, 2008, annual financial and budget report fund balances	<u>\$ 5,011,289</u>	
Adjustments and reclassifications:		
Increasing (decreasing) the fund balance:		
Accounts receivable understatement	<u>47,277</u>	
Net adjustments and reclassifications	<u>47,277</u>	
June 30, 2008, audited financial statement fund balance	<u>\$ 5,058,566</u>	

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
YEAR ENDED JUNE 30, 2008

TABLE D-5
ITEM 15F

No charter schools are chartered by San Dieguito Union High School District.

<u>Charter Schools</u>	<u>Included In Audit?</u>
None	N/A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXCESS SICK LEAVE
YEAR ENDED JUNE 30, 2008

TABLE D-6
ITEM 15F

The following disclosure is made for excess sick leave as that term is defined in subdivision (c) of Education Code Section 22170.5:

<u>Titles of Employees Exhibiting Excess Sick Leave</u>	<u>Is Excess Sick Leave Authorized By Employee's Contract?</u>	<u>Was Excess Sick Leave Found To Be Accrued For Employee?</u>	<u>Contract Authorizing Excess Sick Leave</u>	<u>Is Excess Sick Leave Authorized In Teachers' Contract?</u>
None	N/A	N/A	N/A	N/A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2008

TABLE D-7
ITEM 15F

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION			
Passed Through State Department of Education:			
Adult Education	84.002	03925	\$ 197,891
Title I	84.010	03064	455,047
Special Education *	84.027	03379	1,590,715
Vocational Education	84.048	03578	163,573
Title IV - Safe and Drug Free Schools	84.186	03453	59,162
Smaller Learning Community	84.215	03066	33,588
Title V - Innovative Education	84.298	03340	7,160
Title II - EETT	84.318	14334	3,290
Advanced Placement Program	84.330	04363	3,930
Title III	84.365	03249	76,702
Title II	84.367	03207	291,960
Total Passed Through State Department of Education			<u>2,883,018</u>
Total U. S. Department of Education			<u>2,883,018</u>
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
National School Lunch Program *	10.555	03396	330,344
Total U. S. Department of Agriculture			<u>330,344</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u><u>\$ 3,213,362</u></u>

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2008

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of San Dieguito Union High School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

Other Independent Auditor's Reports

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Ave
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of San Dieguito Union High School District as of and for the year ended June 30, 2008, which collectively comprise the San Dieguito Union High School District's basic financial statements and have issued our report thereon dated October 28, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered San Dieguito Union High School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the San Dieguito Union High School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the San Dieguito Union High School District's internal control over financial reporting. A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the San Dieguito Union High School District's ability to initiate, authorize, record, process or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the San Dieguito Union High School District's financial statements that is more than inconsequential will not be prevented by the San Dieguito Union High School District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the San Dieguito Union High School District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

ITEM 15F

Compliance and Other Matters

As part of obtaining reasonable assurance about whether San Dieguito Union High School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
October 28, 2008

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Ave
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Report on Compliance with Requirements Applicable
To each Major Program and on Internal Control over Compliance
In Accordance With OMB Circular A-133

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

Compliance

We have audited the compliance of San Dieguito Union High School District with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2008. San Dieguito Union High School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of San Dieguito Union High School District's management. Our responsibility is to express an opinion on San Dieguito Union High School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about San Dieguito Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of San Dieguito Union High School District's compliance with those requirements.

In our opinion, San Dieguito Union High School District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2008.

Internal Control Over Compliance

The management of San Dieguito Union High School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered San Dieguito Union High School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of San Dieguito Union High School District's internal control over compliance.

ITEM 15F

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
October 28, 2008

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
 250 E. Douglas Ave
 El Cajon, CA 92020
 Tel 619-447-6700 Fax 619-447-6707

Auditor's Report on State Compliance

Board of Trustees
 San Dieguito Union High School District
 Encinitas, California

Members of the Board of Trustees:

We have audited the basic financial statements of the San Dieguito Union High School District ("District") as of and for the year ended June 30, 2008, and have issued our report thereon dated October 28, 2008. Our audit was made in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State's audit guide, *Standards and Procedures for Audits of California K-12 Local Education Agencies 2007-08*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The District's management is responsible for the District's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures In Audit Guide</u>	<u>Procedures Performed</u>
Attendance Accounting:		
Attendance Reporting	8	Yes
Kindergarten Continuance	3	Not Applicable
Independent Study	23	No
Continuation Education	10	Yes
Adult Education	9	Yes
Regional Occupational Centers and Programs	6	Not Applicable
Instructional Time:		
School Districts	6	Yes
County Offices of Education	3	Not Applicable
Community Day Schools	9	Not Applicable
Morgan-Hart Class Size Reduction Program	7	Not Applicable
Instructional Materials:		
General Requirements	12	Yes
Grades K-8 Only	1	Yes
Grades 9-12 Only	1	Yes
Ratios of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	Not Applicable
GANN Limit Calculation	1	Yes
School Construction Funds:		
School District Bonds	3	Yes

ITEM 15F

State School Facilities Funds	1	Yes
Excess Sick Leave	2	Yes
Notice of Right to Elect California State Teachers Retirement System (CalSTRS) Membership	1	Yes
Proposition 20 Lottery Funds (Cardenas Textbook Act of 2000)	2	Yes
State Lottery Funds (California State Lottery Act of 1984)	2	Yes
California School Age Families Education (Cal-SAFE) Program	3	Not Applicable
School Accountability Report Card	3	Yes
Mathematics and Reading Professional Development	4	Not Applicable
Class Size Reduction Program (Including In Charter Schools):		
General Requirements	7	Not Applicable
Option One Classes	3	Not Applicable
Option Two Classes	4	Not Applicable
Only One School Serving Grades K-3	4	Not Applicable
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	4	Not Applicable
Before School	5	Not Applicable
Contemporaneous Records of Attendance, For Charter Schools	1	Not Applicable
Mode of Instruction, for Charter Schools	1	Not Applicable
Nonclassroom-Based Instruction/Independent Study, For Charter Schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, For Charter Schools	3	Not Applicable
Annual Instructional Minutes - Classroom Based, For Charter Schools	3	Not Applicable

The term "Not Applicable" is used above to mean either that the District did not offer the program during the current fiscal year or that the program applies only to a different type of local education agency.

We did not perform testing for independent study because the independent study ADA was under the level that requires testing.

Based on our audit, we found that, for the items tested, San Dieguito Union High School District complied with the state laws and regulations referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the San Dieguito Union High School District had not complied with the state laws and regulations.

This report is intended solely for the information and use of the Board of Trustees, management, State Controller's Office, Department of Finance, Department of Education, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
October 28, 2008

Findings and Recommendations Section

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are
are not considered to be material weaknesses? Yes X None Reported

Noncompliance material to financial
statements noted? Yes X No

2. Federal Awards

Internal control over major programs:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that
are not considered to be material weaknesses? Yes X None Reported

Type of auditor's report issued on compliance
for major programs: Unqualified

Any audit findings disclosed that are required
to be reported in accordance with section 510(a)
of Circular A-133? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I
84.027	Special Education
10.555	Child Nutrition

Dollar threshold used to distinguish between
type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? X Yes No

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

3. State Awards

Internal control over state programs:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are
are not considered to be material weaknesses? Yes X None Reported

Type of auditor's report issued on compliance
for state programs: Unqualified

B. Financial Statement Findings

Finding 2008-1 (30000)
Compensated Absences

Criteria or Specific Requirement

Employees are to adhere to the vacation carry over policy as set forth in their contract.

Condition

In our review of compensated absences, we noted that several employees exceeded the maximum carryover of their vacation balances. The employees who exceeded the carryover policy included Assistant Superintendents, Managers, and classified staff.

Questioned Costs

None

Recommendation

We recommend that the District implement a procedure to monitor vacation benefits and develop a plan to have those with excess vacation benefits take vacation so that they do not exceed the carryover policy as set forth in their contract.

LEA's Response

The District will implement a procedure to monitor vacation benefits and develop a plan to have those with excess vacation benefits take vacation so that they do not exceed their vacation balances as set forth by district policy.

C. Federal Award Findings and Questioned Costs

None

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

D. State Award Findings and Questioned Costs

Finding 2008-2 (10000)
Continuation School Attendance

Criteria or Specific Requirement

Determine that the average daily attendance for continuation education reported to the California Department of Education is properly accounted for and is in agreement with the supporting documentation maintained by the District.

Condition

In our review of Continuation Education, we noted that hourly attendance is being used to calculate daily apportionment; however, teachers are not signing the attendance report forms for each period as proof of verification and accuracy of the attendance being reported. Based upon additional testing, it was noted that students are utilizing time cards to record attendance and the time cards reconcile to the hours reported in the monthly attendance registers, therefore, there appears to be no impact on the average daily attendance reported. Nevertheless, all attendance report forms for each hourly period should be signed and dated by the teachers as verification that the attendance taken was accurate and all absences were properly reported.

Questioned Costs

None

Recommendation

We recommend that the District implement additional procedures to ensure that attendance report forms are being generated for each hourly period of attendance. The attendance report forms should be signed and dated by the teacher as verification that the attendance recorded is accurate and that all absences have been properly reported.

LEA's Response

The District Office will work with the staff of the Sunset Continuation High School to implement additional attendance procedures to ensure that attendance report forms will be generated for each hour of attendance. The District Office Staff will also ensure that weekly attendance reports will be signed and dated by teachers to verify that all attendance has been properly reported.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2008**

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>Management's Explanation If Not Implemented</u>
<p>Finding 2007-1 (30000) Student Body Funds</p> <p>In our examination of receipts, disbursements, and bank reconciliations for student body funds we noted the following internal control weaknesses:</p> <p>At Earl Warren Middle School three out of eight receipts tested did not have sufficient supporting documentation. One of the deposits did not reconcile to the cash transmittal. Two of the deposits did not have any supporting documents. In addition, it was noted that there was no ticket reconciliation for dance tickets sold.</p> <p>At Earl Warren Middle School five out of eight disbursements tested did not have sufficient supporting documentation. The district was not able provide invoices and/or purchase orders for those five disbursements selected. In addition, the remaining five disbursements had invoices which were not defaced with a "paid" stamp.</p> <p>The district was unable to provide bank reconciliations for Oak Crest and Diegueno Middle Schools.</p> <p>We recommend the following procedures be implemented:</p> <p>Earl Warren Middle School should have cash transmittals, and if applicable, ticket reconciliations that reconcile with deposits made for all receipts of student body funds. All supporting documentation should be maintained for audit purposes.</p> <p>All disbursements at Earl Warren Middle School should be supported by invoices and purchase orders. In addition, the school should mark each invoice "paid" after payment has been made in order to prevent duplicate payments.</p> <p>The district should require each student body bank account to have a bank reconciliation at the end of each month. The district should monitor and review these reconciliations.</p>	<p>Implemented</p>	

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2008

Finding/Recommendation	Current Status	Management's Explanation If Not Implemented
<p>Finding 2007-2 (30000) Year End Accruals</p> <p>In our examination of accounts receivable and accounts payable, we noted instances where the appropriate year end accrual was not correctly posted or was not accrued at all. As a result, we had to make some audit adjustments to the year end balances in the accompanying audit report.</p> <p>We recommend the district implement procedures that require a better review of all year end accruals to ensure all amounts are correctly set up at year end.</p>	Implemented	
<p>Finding 2007-3 (30000) Capital Asset Inventory</p> <p>In our review of capital assets we noted that the itemized additions on the depreciation schedule did not reconcile to capital outlay expenditures. As a result, we had to make an audit adjustment to the year end balances in the accompanying audit report.</p> <p>We recommend the district implement procedures to reconcile capital outlay expenditures with itemized additions and deletions of capital assets on the depreciation schedule.</p>	Implemented	

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2008

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>Management's Explanation If Not Implemented</u>
<p>Finding 2007-4 (72000) School Accountability Report Card</p> <p>In our review of the School Accountability Report Cards for Canyon Crest Academy, San Dieguito High School Academy, and Earl Warren Middle School we noted that the cards indicated that the information on availability of text books and teacher misassignments or vacancies was available through a link on the districts accountability report card web site. When we attempted to retrieve this information on the website, the teacher misassignments information was not available for any of the three schools selected and the information on availability of textbooks was not available for two of the three schools. It appears that the information was not posted to the website and was not available. As a result, we were not able to apply the required procedures to compare the data.</p> <p>We recommend the district post all required information on the website as stated in the School Accountability Report Card so that it is available to be reviewed.</p>	<p>Implemented</p>	

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Ken Noah, Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

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

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable

js
Attachments

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

1

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
291916	12/03/08	03	GOPHER SPORT	008	MATERIALS AND SUPPLI	\$283.59	
291917	12/03/08	06	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$75.41	
291918	12/03/08	06	C. CRANE COMPANY, IN	012	MATERIALS AND SUPPLI	\$274.93	
291919	12/03/08	03	SCHOLASTIC INC	008	MATERIALS AND SUPPLI	\$465.83	
291920	12/03/08	03	BEST BUY GOVT AND ED	008	MATERIALS AND SUPPLI	\$186.41	
291921	12/03/08	03	BEST BUY GOVT AND ED	008	MATERIALS AND SUPPLI	\$155.16	
291922	12/03/08	03	M N J TECHNOLOGIES D	008	MATERIALS AND SUPPLI	\$46.22	
291923	12/03/08	03	XEROX CORPORATION	008	MATERIALS AND SUPPLI	\$221.97	
291924	12/03/08	03	B AND H PHOTO-VIDEO-	010	MATERIALS AND SUPPLI	\$189.62	
291925	12/03/08	06	FOLLETT EDUCATIONAL	014	TEXTBOOKS	\$2,450.24	
291926	12/03/08	03	SARGENT WELCH SCIENT	010	MATERIALS AND SUPPLI	\$61.09	
291927	12/03/08	03	FLINN SCIENTIFIC INC	010	MATERIALS AND SUPPLI	\$2,899.64	
291928	12/03/08	03	LA MOTTE COMPANY	010	MATERIALS AND SUPPLI	\$26.33	
291929	12/03/08	03	SARGENT WELCH SCIENT	010	MATERIALS AND SUPPLI	\$1,459.69	
291930	12/03/08	03	FLINN SCIENTIFIC INC	010	MATERIALS AND SUPPLI	\$389.45	
291931	12/03/08	03	GOPHER SPORT	013	MATERIALS AND SUPPLI	\$188.29	
291932	12/03/08	06	COMPUSOURCE/ADB ENTE	012	NON CAPITALIZED EQUI	\$1,287.61	
291933	12/03/08	06	COMPUSOURCE/ADB ENTE	012	NON CAPITALIZED EQUI	\$1,287.61	
291934	12/03/08	06	COMPUSOURCE/ADB ENTE	012	NON CAPITALIZED EQUI	\$10,300.90	
291936	12/03/08	03	GOPHER SPORT	013	MATERIALS AND SUPPLI	\$1,125.83	
291937	12/03/08	03	AMAZON.COM	013	MATERIALS AND SUPPLI	\$39.05	
291938	12/03/08	03	GREG LARSON SPORTS	013	MATERIALS AND SUPPLI	\$191.16	
291939	12/03/08	03	BREVIK PLUMBING	025	REPAIRS BY VENDORS	\$3,413.00	
291940	12/03/08	03	NORTH COUNTY TIMES	021	MATERIALS AND SUPPLI	\$81.00	
291941	12/03/08	06	GALE - A CENGAGE LEA	010	A/V CONTRACT	\$7,858.13	
291942	12/03/08	06	MOORE MEDICAL, LLC	030	MATERIALS AND SUPPLI	\$119.45	
291943	12/03/08	06	LINGUISYSTEMS INC	030	MATERIALS AND SUPPLI	\$522.32	
291944	12/03/08	06	ELLISON EDUCATIONAL	003	MATERIALS AND SUPPLI	\$2,661.70	
291945	12/03/08	06	ORIENTAL TRADING COM	003	MATERIALS AND SUPPLI	\$14.44	
291946	12/03/08	06	BLICK, DICK (DICK BL	003	MATERIALS AND SUPPLI	\$117.21	
291947	12/03/08	06	GALE - A CENGAGE LEA	014	MATERIALS AND SUPPLI	\$299.19	
291948	12/03/08	06	GALE - A CENGAGE LEA	005	A/V CONTRACT	\$3,950.00	
291949	12/04/08	06	SLATER SOFTWARE, I	030	LIC/SOFTWARE	\$223.42	
291950	12/04/08	06	SAX ARTS & CRAFTS	003	MATERIALS AND SUPPLI	\$309.08	
291951	12/04/08	03	DEMCO INC	012	MATERIALS AND SUPPLI	\$682.38	
291952	12/04/08	03	EDUCATIONAL RESOURCE	026	LIC/SOFTWARE	\$197.71	
291953	12/04/08	03	B AND H PHOTO-VIDEO-	005	MAT/SUP/EQUIP TECHNO	\$2,755.76	
291954	12/05/08	03	STOP THE SUN	025	REPAIRS BY VENDORS	\$507.00	
291955	12/05/08	03	SIMPLEX-GRINNELL LP	025	REPAIRS BY VENDORS	\$1,213.33	
291957	12/05/08	03	SMART AND FINAL CORP	025	MATERIALS AND SUPPLI	\$400.00	
291958	12/05/08	03	WOODWIND & BRASSWIND	013	MATERIALS AND SUPPLI	\$311.43	
291959	12/05/08	03	DELTA BIOLOGICALS	013	MATERIALS AND SUPPLI	\$2,524.38	
291960	12/05/08	13	XEROX CORPORATION	031	RENTS & LEASES	\$1,147.51	
291962	12/05/08	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$245.84	
291963	12/05/08	06	A E F C T - AUTISM E	030	OTHER CONTR-N.P.A.	\$4,650.00	
291964	12/05/08	25-18	URBAN TREE CARE, INC	025	OTHER SERV. & OPER. EX	\$4,459.00	
291965	12/05/08	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$5,935.44	
291966	12/05/08	06	PINT, INC.	024	PROF/CONSULT./OPER E	\$1,962.50	
291967	12/05/08	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$1,764.00	
291968	12/05/08	03	SEHI-PROCOMP COMPUTE	020	OFFICE SUPPLIES	\$224.81	
291969	12/05/08	03	RASIX COMPUTER CENTE	014	MATERIALS AND SUPPLI	\$282.79	
291970	12/05/08	06	RASIX COMPUTER CENTE	012	MATERIALS AND SUPPLI	\$671.39	
291971	12/05/08	03	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$79.49	
291972	12/05/08	06	DATEL SYSTEMS INC	006	MATERIALS AND SUPPLI	\$143.85	
291973	12/05/08	06	RASIX COMPUTER CENTE	006	MATERIALS AND SUPPLI	\$61.29	

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

2

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
291974	12/08/08	06	STAGE LIGHTING STORE	014	MATERIALS AND SUPPLI	\$357.92	
291975	12/08/08	06	B AND H PHOTO-VIDEO-	014	MATERIALS AND SUPPLI	\$215.39	
291978	12/08/08	06	NASCO MODESTO	014	MATERIALS AND SUPPLI	\$631.95	
291979	12/08/08	06	HOME DEPOT	013	MATERIALS AND SUPPLI	\$129.28	
291980	12/08/08	06	AMAZON.COM	013	MATERIALS AND SUPPLI	\$234.29	
291981	12/08/08	40	FRONTIER FENCE COMPA	025	IMPROVEMENT	\$854.74	
291982	12/08/08	06	E N C O	033	MATERIALS AND SUPPLI	\$286.82	
291983	12/08/08	03	FRONTIER FENCE COMPA	025	BLDG.-REPAIR MATERIA	\$200.00	
291984	12/08/08	06	SAN DIEGO COUNTY OFF	024	FEES - ADMISSIONS, T	\$160.00	
291985	12/08/08	03	ROYAL BUSINESS GROUP	026	PRINTING	\$56.03	
291986	12/08/08	06	ROYAL BUSINESS GROUP	003	MATERIALS AND SUPPLI	\$23.71	
291987	12/08/08	03	ROYAL BUSINESS GROUP	026	OFFICE SUPPLIES	\$54.95	
291988	12/08/08	03	A C T	014	MATERIALS AND SUPPLI	\$1,034.40	
291989	12/08/08	03	SAFETY KLEEN CORP	005	HAZARDOUS WASTE DISP	\$500.00	
291990	12/08/08	06	MORIARTY, JIM AND/OR	030	PAY IN LIEU OF TRANS	\$5,600.00	
291991	12/08/08	06	MCGUIRE, GWEN AND/OR	030	OTHER SERV.& OPER.EX	\$2,500.00	
291992	12/08/08	06	TOTAL VISION CARE	030	OTHER SERV.& OPER.EX	\$100.00	
291993	12/08/08	03	XEROX CORPORATION	030	OFFICE SUPPLIES	\$300.00	
291994	12/08/08	06	DIVERSIFIED BUSINESS	030	REPAIRS BY VENDORS	\$1,039.74	
291995	12/08/08	03	SAN DIEGUITO UHSD CA	012	MATERIALS AND SUPPLI	\$242.00	
291996	12/08/08	03	EVERGREEN ENVIRONMEN	005	HAZARDOUS WASTE DISP	\$220.00	
291997	12/08/08	03	RIDDELL/ALL AMERICAN	005	REPAIRS BY VENDORS	\$309.19	
291998	12/08/08	03	O P T P	014	MATERIALS AND SUPPLI	\$314.77	
291999	12/08/08	03	SNAP-ON TOOLS	005	REPAIRS BY VENDORS	\$350.00	
292000	12/08/08	03	CORPORATE EXPRESS	005	MATERIALS AND SUPPLI	\$350.00	
292001	12/08/08	25-18	PACIFIC RIM HYDROSEE	025	OTHER SERV.& OPER.EX	\$2,580.00	
292002	12/08/08	06	A T& T	030	COMMUNICATIONS-TELEP	\$2,500.00	
292003	12/08/08	06	SAFARI MONTAGE	004	A/V CONTRACT	\$1,000.00	
292004	12/08/08	13	PROMOSTITCH, INC	031	MATERIALS AND SUPPLI	\$561.70	
292005	12/08/08	06	CRIZMAC	003	MATERIALS AND SUPPLI	\$140.95	
292006	12/08/08	06	CRYSTAL PRODUCTIONS	003	MATERIALS AND SUPPLI	\$1,016.62	
292007	12/08/08	06	MATECH, INC.	012	MATERIALS AND SUPPLI	\$1,127.50	
292008	12/09/08	06	AMAZON.COM	003	MATERIALS AND SUPPLI	\$941.24	
292009	12/09/08	06	WENGER CORPORATION	003	MATERIALS AND SUPPLI	\$3,622.20	
292010	12/09/08	03	CA DEPT TOXIC SUBSTA	037	HAZARDOUS WASTE DISP	\$2,582.50	
292011	12/09/08	03	DELL COMPUTER CORPOR	035	MAT/SUP/EQUIP TECHNO	\$1,013.44	
292012	12/09/08	06	FREE FORM CLAY & SUP	012	MATERIALS AND SUPPLI	\$139.05	
292013	12/09/08	06	PEARSON & AGS ASSESS	014	MATERIALS AND SUPPLI	\$889.59	
292014	12/09/08	06	PEARSON ASSESSMENT &	014	MATERIALS AND SUPPLI	\$292.95	
292015	12/09/08	03	PEARSON ASSESSMENT &	030	MATERIALS AND SUPPLI	\$5,283.57	
292016	12/09/08	03	CORPORATE EXPRESS	030	OFFICE SUPPLIES	\$322.48	
292017	12/09/08	06	LERNER PUBLICATIONS	012	OTHER BOOKS-LIBRARY	\$820.41	
292018	12/09/08	03	SCANTRON CORPORATION	012	MATERIALS AND SUPPLI	\$40.72	
292019	12/09/08	03	THE CREATIVE COMPANY	012	OTHER BOOKS-LIBRARY	\$198.62	
292020	12/09/08	06	IPARADIGMS LLC	014	A/V CONTRACT	\$2,127.50	
292021	12/09/08	06	SCHOLASTIC	012	MATERIALS AND SUPPLI	\$745.34	
292022	12/09/08	06	CRISIS PREVENTION IN	030	BOOKS OTHER THAN TEX	\$543.30	
292023	12/09/08	03	PEARSON & AGS ASSESS	005	MATERIALS AND SUPPLI	\$69.09	
292024	12/09/08	06	MATRIX INGENUITY INC	012	MATERIALS AND SUPPLI	\$1,991.22	
292025	12/09/08	03	C C S PRESENTATION S	005	MAT/SUP/EQUIP TECHNO	\$650.81	
292026	12/09/08	03	AREY JONES EDUCATION	005	MAT/SUP/EQUIP TECHNO	\$1,716.03	
292027	12/09/08	03	ONE STOP TONER AND I	005	MATERIALS AND SUPPLI	\$374.97	
292028	12/09/08	03	GALE - A CENGAGE LEA	005	A/V CONTRACT	\$1,139.46	
292029	12/09/08	03	DELL COMPUTER CORPOR	014	MAT/SUP/EQUIP TECHNO	\$5,067.18	
292030	12/09/08	06	KA GEE PRINTERS	013	MATERIALS AND SUPPLI	\$26.94	

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

3

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
292031	12/09/08	03	DELL COMPUTER CORPOR	014	NON CAPITALIZED EQUI	\$1,162.54	
292032	12/09/08	03	ROYAL BUSINESS GROUP	026	OFFICE SUPPLIES	\$38.79	
292033	12/09/08	03	AREY JONES EDUCATION	014	MAT/SUP/EQUIP TECHNO	\$2,450.95	
292034	12/09/08	06	PROED CO	005	MATERIALS AND SUPPLI	\$1,172.79	
292035	12/09/08	03	CORPORATE EXPRESS	003	MATERIALS AND SUPPLI	\$245.30	
292036	12/03/08	03	B AND H PHOTO-VIDEO-	008	MATERIALS AND SUPPLI	\$189.62	
292037	12/10/08	03	SUN PRO GLASS TINTIN	025	REPAIRS BY VENDORS	\$321.10	
292038	12/10/08	03	FRONTIER FENCE COMPA	025	REPAIRS BY VENDORS	\$1,515.99	
292039	12/10/08	06	COMPUSOURCE/ADB ENTE	013	MATERIALS AND SUPPLI	\$134.69	
292040	12/10/08	06	U S MARKERBOARD	013	NON CAPITALIZED EQUI	\$745.23	
292041	12/10/08	03	WENGER CORPORATION	012	NON CAPITALIZED EQUI	\$1,551.36	
292042	12/10/08	03	C A S T O	026	ADVERTISING	\$50.00	
292043	12/10/08	03	DELL COMPUTER CORPOR	035	SOFTWARE/DP SUPPLIES	\$2,101.13	
292044	12/10/08	03	AREY JONES EDUCATION	035	MAT/SUP/EQUIP TECHNO	\$1,716.03	
292045	12/10/08	06	STUDY ISLAND	012	A/V CONTRACT	\$1,255.52	
292046	12/10/08	03	DEMCO INC	005	NON CAPITALIZED EQUI	\$6,520.67	
292047	12/10/08	03	NATL BALSAM COMPANY	013	MATERIALS AND SUPPLI	\$1,396.44	
292048	12/10/08	03	DEMCO INC	005	MATERIALS AND SUPPLI	\$1,874.85	
292049	12/10/08	03	SCANTRON CORPORATION	013	MATERIALS AND SUPPLI	\$666.38	
292050	12/10/08	03	EXPRESS PRINT	022	PRINTING	\$344.80	
292051	12/10/08	03	ONE STOP TONER AND I	013	OFFICE SUPPLIES	\$118.51	
292053	12/10/08	03	HYDROSCAPE PRODUCTS	025	NON CAPITALIZED EQUI	\$827.00	
292054	12/10/08	06	JACK'S MUSIC FACTORY	013	MATERIALS AND SUPPLI	\$229.42	
292055	12/10/08	06	DELL COMPUTER CORPOR	010	MATERIALS AND SUPPLI	\$1,551.38	
292056	12/10/08	06	AMAZON.COM	033	MATERIALS AND SUPPLI	\$138.35	
292057	12/10/08	03	HOME DEPOT	013	MATERIALS AND SUPPLI	\$300.00	
292058	12/10/08	03	EXPRESS PRINT	005	PRINTING	\$431.00	
292059	12/10/08	06	KEYSTONE SCHOOLS	030	OTHER CONTR-N.P.S.	\$1,856.01	
292060	12/10/08	03	EDUCATIONAL RESOURCE	014	A/V CONTRACT	\$204.24	
292061	12/10/08	03	A C T	005	MATERIALS AND SUPPLI	\$1,034.00	
292062	12/10/08	03	SCANTRON CORPORATION	014	MATERIALS AND SUPPLI	\$30.00	
292063	12/10/08	06	RASIX COMPUTER CENTE	003	MATERIALS AND SUPPLI	\$111.78	
292064	12/10/08	06	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$207.29	
292065	12/10/08	06	PEARSON PRENTICE HAL	014	A/V CONTRACT	\$1,413.00	
292066	12/11/08	03	XEROX CORPORATION	014	DUPLICATING SUPPLIES	\$232.74	
292067	12/11/08	03	UNIFORMS ELITE	012	MATERIALS AND SUPPLI	\$632.51	
292068	12/11/08	06	SHARPE REFERENCE	012	OTHER BOOKS-LIBRARY	\$447.63	
292069	12/11/08	03	GOPHER SPORT	012	MATERIALS AND SUPPLI	\$1,445.29	
292070	12/11/08	03	GOPHER SPORT	014	MATERIALS AND SUPPLI	\$3,653.59	
292071	12/11/08	03	H R M USA INC.	014	MATERIALS AND SUPPLI	\$1,077.49	
292072	12/11/08	06	OAKTREE PRODUCTS INC	030	MATERIALS AND SUPPLI	\$221.37	
292073	12/11/08	03	PASCO SCIENTIFIC	005	NON CAPITALIZED EQUI	\$1,147.53	
292074	12/12/08	03	N A C A C	010	DUES AND MEMBERSHIPS	\$160.00	
292075	12/12/08	03	TROXELL COMMUNICATIO	010	MAT/SUP/EQUIP TECHNO	\$504.86	
292076	12/12/08	03	AMAZON.COM	010	MATERIALS AND SUPPLI	\$160.55	
292077	12/12/08	03	TROXELL COMMUNICATIO	010	MAT/SUP/EQUIP TECHNO	\$3,404.37	
292078	12/12/08	03	TROXELL COMMUNICATIO	010	MAT/SUP/EQUIP TECHNO	\$504.86	
292079	12/12/08	06	GOODHEART-WILLCOX	010	TEXTBOOKS	\$772.72	
292080	12/12/08	03	MOORE, ERICKA AISHA	010	PROF/CONSULT./OPER E	\$500.00	
292081	12/12/08	06	FRY'S	033	MATERIALS AND SUPPLI	\$2,000.00	
292082	12/12/08	03	SEARS COMMERCIAL SAL	013	MATERIALS AND SUPPLI	\$1,500.00	
292083	12/12/08	03	HANSEN LIBRARY SALES	013	MATERIALS AND SUPPLI	\$853.38	
292084	12/12/08	06	TALK TOOLS THERAPY	030	MATERIALS AND SUPPLI	\$78.77	
292085	12/12/08	06	ISEE SYSTEMS, INC	014	A/V CONTRACT	\$996.00	
292086	12/12/08	03	XEROX CORPORATION	012	MATERIALS AND SUPPLI	\$500.00	

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

4

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
292087	12/12/08	03	OCE FINANCIAL SERVIC	005	COPIER OVERAGE CHGS	\$500.00	
292088	12/12/08	03	GREG LARSON SPORTS	012	MATERIALS AND SUPPLI	\$1,256.31	
292089	12/12/08	03	FLINN SCIENTIFIC INC	005	MATERIALS AND SUPPLI	\$630.04	
292091	12/12/08	03	SOUTHWEST SCHOOL/OFF	005	MATERIALS AND SUPPLI	\$100.95	
292092	12/12/08	03	BLICK, DICK (DICK BL	005	MATERIALS AND SUPPLI	\$610.57	
292093	12/12/08	03	POSTMASTER	001	COMMUNICATIONS-TELEP	\$990.00	
292094	12/15/08	03	FLINN SCIENTIFIC INC	012	MATERIALS AND SUPPLI	\$139.88	
292095	12/15/08	06	EDVOTEK	012	MATERIALS AND SUPPLI	\$677.14	
292096	12/15/08	06	AMAZON.COM	012	MATERIALS AND SUPPLI	\$517.82	
292097	12/15/08	03	LAB AIDS	012	MATERIALS AND SUPPLI	\$536.35	
292098	12/15/08	06	DE MARCO, CAMBRIA	030	PAY IN LIEU OF TRANS	\$2,800.00	
292099	12/15/08	06	DELGIUDICE, ANTHONY	030	OTHER SERV.& OPER.EX	\$1,680.00	
292100	12/15/08	03	CIMI TALL SHIP EXPED	005	FEES - ADMISSIONS, T	\$1,200.00	
292101	12/15/08	06	XCITE STEPS	030	OTHER SERV.& OPER.EX	\$150.00	
292102	12/15/08	03/06	GALE - A CENGAGE LEA	005	A/V CONTRACT	\$4,000.00	
292103	12/15/08	03	SCHOOL SPECIALTY	010	MATERIALS AND SUPPLI	\$61.03	
292104	12/15/08	03	CORPORATE EXPRESS	003	MATERIALS AND SUPPLI	\$96.11	
292105	12/15/08	03	EN POINTE TECHNOLOGI	035	A/V CONTRACT	\$2,724.53	
292106	12/15/08	03	TROXELL COMMUNICATIO	003	MAT/SUP/EQUIP TECHNO	\$1,071.04	
292107	12/15/08	06	AREY JONES EDUCATION	005	MAT/SUP/EQUIP TECHNO	\$1,488.54	
292108	12/15/08	03	EN POINTE TECHNOLOGI	035	LIC/SOFTWARE	\$540.10	
292109	12/15/08	03	PINT, INC.	035	A/V CONTRACT	\$182.50	
292110	12/15/08	03	SUPERIOR ONSITE SERV	010	REPAIRS BY VENDORS	\$303.93	
292111	12/15/08	06	PATON GROUP, THE	033	MATERIALS AND SUPPLI	\$105.51	
292112	12/15/08	06	ENABLEMART SALES OFF	030	MATERIALS AND SUPPLI	\$225.10	
292113	12/15/08	06	QUALITY TOOL & EQUIP	005	MATERIALS AND SUPPLI	\$247.56	
292115	12/15/08	06	ABLENET, INC.	030	MATERIALS AND SUPPLI	\$634.78	
292116	12/15/08	03	ACADEMIC SUPERSTORE	012	MATERIALS AND SUPPLI	\$546.60	
292117	12/15/08	03	ONE STOP TONER AND I	003	OFFICE SUPPLIES	\$131.97	
292118	12/15/08	06	BLICK, DICK (DICK BL	013	MATERIALS AND SUPPLI	\$503.84	
292119	12/15/08	06	GALE - A CENGAGE LEA	010	A/V CONTRACT	\$1,440.40	
292120	12/15/08	11	AARDVARK	009	MATERIALS AND SUPPLI	\$327.35	
292121	12/15/08	06	GRIFFITH CENTERS FOR	030	OTHER CONTR-N.P.S.	\$5,928.12	
292122	12/16/08	03	TROXELL COMMUNICATIO	010	MATERIALS AND SUPPLI	\$1,889.78	
292123	12/16/08	03	AMAZON.COM	010	MATERIALS AND SUPPLI	\$160.55	
292124	12/16/08	06	COMPUSOURCE/ADB ENTE	010	MATERIALS AND SUPPLI	\$74.24	
292125	12/16/08	03	CORPORATE EXPRESS	020	MATERIALS AND SUPPLI	\$5,000.00	
292126	12/16/08	03	COMPLETE BUSINESS SY	012	MATERIALS AND SUPPLI	\$2,120.35	
292127	12/16/08	03	PIONEER STATIONERS I	012	MATERIALS AND SUPPLI	\$217.22	
292128	12/16/08	03	RASIX COMPUTER CENTE	012	MATERIALS AND SUPPLI	\$410.20	
292129	12/16/08	03	BARNES & NOBLE BOOKS	012	OTHER BOOKS-LIBRARY	\$500.00	
292130	12/16/08	03	WESCO DISTRIBUTION	012	MATERIALS AND SUPPLI	\$241.36	
292131	12/16/08	25-19	FORDYCE CONSTRUCTION	025	IMPROVEMENT	\$48,856.00	
292132	12/16/08	03	MOORE MEDICAL, LLC	003	MEDICAL SUPPLIES	\$68.98	
292133	12/16/08	06	XEROX CORPORATION	033	RENTS & LEASES	\$2,307.81	
292134	12/16/08	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$1,393.46	
292135	12/16/08	03	CUSTODIAL PLUS SERVI	025	REPAIRS BY VENDORS	\$2,400.00	
292136	12/16/08	03	CHAMPION T-SHIRTS	006	MATERIALS AND SUPPLI	\$318.40	
292137	12/16/08	03	FREDRICKS ELECTRIC I	025	OTHER SERV.& OPER.EX	\$4,400.00	
292138	12/16/08	06	DOCUMENT TRACKING SE	024	A/V CONTRACT	\$2,495.00	
292139	12/16/08	03	APPLE COMPUTER INC	013	LIC/SOFTWARE	\$527.98	
292140	12/16/08	03	TROXELL COMMUNICATIO	013	NON CAPITALIZED EQUI	\$504.86	
292141	12/16/08	06	CYBERGUYS (E-FILLIAT	033	SOFTWARE/DP SUPPLIES	\$1,636.37	
292142	12/16/08	03	TROXELL COMMUNICATIO	010	MAT/SUP/EQUIP TECHNO	\$1,009.73	
292143	12/16/08	03	B AND H PHOTO-VIDEO-	008	MATERIALS AND SUPPLI	\$94.81	

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

5

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
292144	12/17/08	06	VARDAN, REGINA	030	PAY IN LIEU OF TRANS	\$406.58	
292145	12/17/08	06	DATEL SYSTEMS INC	005	MATERIALS AND SUPPLI	\$143.85	
292146	12/17/08	03	JUNIOR LIBRARY GUILD	012	OTHER BOOKS-LIBRARY	\$1,370.58	
292147	12/17/08	03	N C S PEARSON	003	MATERIALS AND SUPPLI	\$82.03	
292148	12/17/08	06	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$61.29	
292149	12/17/08	06	B AND H PHOTO-VIDEO-	014	NON CAPITALIZED EQUI	\$2,591.23	
292150	12/17/08	06	BRIDGES EDUCATIONAL	030	OTHER CONTR-N.P.A.	\$5,000.00	
292151	12/18/08	06	GALE - A CENGAGE LEA	014	A/V CONTRACT	\$1,250.00	
292152	12/18/08	06	INFOGRIP, INC.	030	MATERIALS AND SUPPLI	\$493.85	
292153	12/18/08	06	DYNAVOX SYSTEMS, INC	030	EQUIPMENT	\$11,880.31	
292154	12/19/08	03	APPLE COMPUTER INC	013	MATERIALS AND SUPPLI	\$801.95	
292155	12/19/08	03	COMPUSOURCE/ADB ENTE	010	MATERIALS AND SUPPLI	\$190.72	
292156	12/19/08	03	B AND H PHOTO-VIDEO-	010	MATERIALS AND SUPPLI	\$1,880.24	
292157	12/19/08	06	SHORE LINE GRAPHIX ,	028	PRINTING	\$670.42	
292158	12/19/08	03	OMNIGRAPHICS INC	012	OTHER BOOKS-LIBRARY	\$237.53	
292159	12/19/08	03	AMAZON.COM	010	MATERIALS AND SUPPLI	\$26.67	
292160	12/19/08	03	CROWD CONTROL WAREHO	014	MATERIALS AND SUPPLI	\$123.83	
292161	12/19/08	03	EDUCATIONAL RESOURCE	035	A/V CONTRACT	\$569.24	
292162	12/19/08	03	IPARADIGMS LLC	035	A/V CONTRACT	\$803.00	
292163	12/19/08	03	AMAZON.COM	012	OTHER BOOKS-LIBRARY	\$263.74	
292164	12/19/08	03	PERMA BOUND	012	OTHER BOOKS-LIBRARY	\$1,239.21	
292165	12/19/08	03	XEROX CORPORATION	014	DUPLICATING SUPPLIES	\$500.00	
292166	12/19/08	06	VIRCO MANUFACTURING	013	NON CAPITALIZED EQUI	\$10,463.21	
292167	12/19/08	06	FOLLETT LIBRARY RESO	012	OTHER BOOKS-LIBRARY	\$846.97	
292168	12/19/08	03	GREG LARSON SPORTS	012	MATERIALS AND SUPPLI	\$112.55	
292169	12/19/08	03	ONE STOP TONER AND I	012	MATERIALS AND SUPPLI	\$368.51	
292170	12/19/08	06	PREMIER AGENDAS INC	012	MATERIALS AND SUPPLI	\$8,809.56	
292171	12/19/08	06	WOLFRAM RESEARCH INC	035	A/V CONTRACT	\$9,205.69	
292172	12/19/08	03	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$387.77	
292173	12/19/08	03	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$175.83	
292174	12/19/08	06	B AND H PHOTO-VIDEO-	033	MATERIALS AND SUPPLI	\$1,400.48	
292175	12/19/08	06	B AND H PHOTO-VIDEO-	033	MATERIALS AND SUPPLI	\$560.19	
292176	12/19/08	25-19	COSCO FIRE PROTECTIO	025	IMPROVEMENT	\$13,992.00	
292177	12/19/08	13	PACIFIC REFRIGERATIO	025	REPAIRS BY VENDORS	\$3,175.00	
292178	12/19/08	06	RIVERSIDE PUBLISHING	013	MATERIALS AND SUPPLI	\$27.48	
292179	12/19/08	03	DEMCO INC	013	MATERIALS AND SUPPLI	\$269.90	
292180	12/19/08	03	ALPHA GRAPHICS	013	PRINTING	\$1,839.67	
292182	12/19/08	03	HERFF JONES	010	PRINTING	\$2,579.54	
292183	12/19/08	03	HOME DEPOT	010	MATERIALS AND SUPPLI	\$215.50	
292186	12/19/08	03	NASCO MODESTO	008	MATERIALS AND SUPPLI	\$43.10	
292187	01/05/09	03	LA FITNESS INTERNATI	026	OTHER SERV.& OPER.EX	\$1,000.00	
292188	01/05/09	03	MEDCO SUPPLY CO INC	005	MEDICAL SUPPLIES	\$114.92	
292189	01/05/09	03	SCANTRON CORPORATION	005	MATERIALS AND SUPPLI	\$1,291.92	
292190	01/05/09	03	SCANTRON CORPORATION	014	MATERIALS AND SUPPLI	\$15.03	
292191	01/05/09	03	COMPUSOURCE/ADB ENTE	014	MATERIALS AND SUPPLI	\$126.61	
292192	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$18,454.12	
292193	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$86,503.69	
292194	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$20,760.89	
292195	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$86,503.69	
292196	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$43,828.54	
292197	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$16,147.36	
292198	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$65,742.80	
292199	01/05/09	06	DELL COMPUTER CORPOR	035	MAT/SUP/EQUIP TECHNO	\$2,306.77	
292200	01/05/09	25-18	DELL COMPUTER CORPOR	035	REPL.TECH.EQPT	\$23,067.65	
292201	01/05/09	03	SCIENCE KIT LLC	003	MATERIALS AND SUPPLI	\$379.19	

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 12/03/08 THRU 01/05/09

6

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT	ITEM 15G
790046	12/03/08	03	TOTAL SECURE SHREDDI	029	OTHER SERV.& OPER.EX	\$1,466.50	
790047	12/10/08	06	HICKS, BOB TURF EQUI	028	MATERIALS-REPAIRS	\$124.30	
790048	12/11/08	06	MIRAMAR FORD TRUCK S	028	REPAIRS BY VENDORS	\$2,671.56	
790050	12/05/08	13	SERVICE SOLUTIONS	031	REPAIRS BY VENDORS	\$550.00	
790051	12/11/08	06	OCEANSIDE TRANS UNLI	028	REPAIRS BY VENDORS	\$160.19	
790053	12/19/08	25-19	NEXUS INTEGRATION SE	025	IMPROVEMENT	\$2,839.79	
790054	12/19/08	03	GREEN PLANET FILMS	025	BLDG.-REPAIR MATERIA	\$322.86	
890030	12/08/08	06	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$3,000.00	
890031	12/08/08	03	S D COUNTY WATER AUT	022	CONFERENCE,WORKSHOP,	\$450.00	
890032	12/10/08	03	C S P C A	022	CONFERENCE,WORKSHOP,	\$1,202.00	
890033	12/10/08	03/06	EAGLE SOFTWARE	022	CONFERENCE,WORKSHOP,	\$2,400.00	
890034	12/15/08	03	CENTER FOR TEACHER	022	CONFERENCE,WORKSHOP,	\$450.00	
890036	01/05/09	06	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$350.00	
REPORT TOTAL						\$759,950.02	

ITEM 15G

INSTANT MONEY REPORT FOR THE PERIOD 12/02/08 THROUGH 01/05/09

<i>Check #</i>	<i>Vendor</i>	<i>Amount</i>
10400	DHL EXPRESS	\$40.12
10401	Dept of Pesticide Reg./Cashier	\$120.00
10402	Dept of Pesticide Reg./Cashier	\$120.00
	<i>Total</i>	\$280.12

ITEM 15G

Individual Membership Listings
For the Period of December 3, 2008 through January 5, 2009

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
Danielle Martinez	National Association for College Admission Counseling	\$160.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: ADOPTION OF RESOLUTION /
CALLE BARCELONA "OUTDOOR
ENVIRONMENTAL LABORATORY"

EXECUTIVE SUMMARY

Staff is recommending that the La Costa Valley site be used as an outdoor environmental laboratory starting the second semester of the 08-09 school year. A physical science class from La Costa Canyon High School will be visiting the site two times a month to study natural habitats, biomes, and eco-systems. This will be an interim use until such time as a permanent use of the site is determined.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt the Resolution Designating the Calle Barcelona Site as an Interim Outdoor Environmental Laboratory, as shown in the attached supplement.

FUNDING SOURCE:

Capital Facilities Fund 25-18 and/or General Fund 03-00

**RESOLUTION DESIGNATING THE CALLE BARCELONA SITE
AS AN INTERIM OUTDOOR ENVIRONMENTAL LABORATORY**

ITEM 16

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

WHEREAS, the San Dieguito Union High School District (hereinafter "District") is owner of certain real property located on Calle Barcelona, Carlsbad, California (hereinafter "Site"); and

WHEREAS, the District is not currently using the site for middle school purposes, the District desires to use the site in the interim for educational purposes; and

WHEREAS, the District has been provided a proposal for supplementation of the Transitional Alternative Program (hereinafter "TAP") Physical Science class at La Costa Canyon High School (hereinafter "LCC"); and

WHEREAS, the District was provided a proposal concerning enhancement of the Physical Science class by allowing students the use of the Site as an outdoor environmental laboratory; and

WHEREAS, the District was provided a proposal that LCC students registered for and taking the "Physical Science Class" and under the supervision of a licensed educator, would visit the Site twice per month for approximately one hour during the regular school year to study natural habitats, biomes, and ecosystems first hand; and

WHEREAS, the District was provided a proposal that represented that students participating would have an opportunity to exercise observational, analytical, critical thinking, comparison, and logging skills; and

WHEREAS, the District was provided a proposal that informed the District that the following scientific concepts would be addressed in this bi-monthly study: (1) Change; (2) Diversity; (3) Structure; (4) Cause and Effect; (5) Cycles; (6) Function; and

WHEREAS, the District was provided a proposal that discussed the possibility of the creation of a small weather station or the planting of a drought tolerant garden; and

WHEREAS, the District was provided a proposal that discussed improvements required to be made, including: (1) creation of a 50' x 50' asphalt pad; (2) installation of a 20' x 20' shade structure; (3) fencing in of the pad area to secure classroom equipment; and (4) installation of two gates for pedestrian access; and

ITEM 16

WHEREAS, the estimated cost of the aforementioned improvements would total approximately \$40,000; and

WHEREAS, the cost of the improvement could be appropriately funded by Capital Facilities Fund 25-18 or the General Fund 03-00; and

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District hereby grants permission to District staff to begin improvements to the Site limited to the following; (1) creation of a 50' x 50' asphalt pad; (2) installation of a 20' x 20' shade structure; (3) fencing in of the pad area to secure classroom equipment; and (4) installation of two gates for pedestrian access; and

BE IT FURTHER RESOLVED, the Board of Trustees of the San Dieguito Union High School District hereby grants permission to utilize monies (not to exceed \$40,000) in Capital Facilities Fund 25-18 and/or the General Fund 03-00 to fund the improvements to the Site; and

BE IT FURTHER RESOLVED, the Board of Trustees of the San Dieguito Union High School District hereby grants permission to the TAP or any District Physical Science class to supplement its Physical Science class by using the Site designated for use as an outdoor environmental laboratory, effective January 28, 2009; and

BE IT FURTHER RESOLVED, that the purpose of the outdoor environmental laboratory is limited only to use by supervised Physical Science classes and in conformance with the articulated goals of improving students' observational, analytical, critical thinking, comparison, and logging skills and exposure to specific concepts of physical science, namely change, diversity, structure, cause, and effect, cycles, and function.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on January 15, 2009, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

ITEM 16

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

I, Ken Noah, Superintendent of the San Dieguito Union High School District, San Diego County, California, and Secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at the regular meeting thereof held on the 15th of January 2009, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this _____ of January 2009.

Ken Noah
Superintendent and Secretary to the
Board of Trustees

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: David Jaffe
Executive Director, Curriculum & Assessment

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: Site Plans for Student Achievement

EXECUTIVE SUMMARY

Single Plan for Student Achievement

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

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

RECOMMENDATION:

It is recommended that the Board approve Site Plans for Student Achievement for each of the schools at the January 15, 2009 Board meeting.

FUNDING SOURCE:

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

Overview - Single Plan for Student Achievement (SPSA) 2008-2009

- Each plan focuses on improving academic achievement for all students and for students in subgroups. Each school analyzed data from the following sources to set current academic goals:
 - ◆ California Standards Test (CST)
 - ◆ California High School Exit Exam (CAHSEE)
 - ◆ California English Language Development Test (CELDT)
 - ◆ Advanced Placement enrollment numbers

The methods for improving achievement are unique to each school reflecting the personal commitment that sites have put forward in personalizing these plans to their own site needs.

- All plans have been developed by the school-site councils advised by the District Office's Educational Services Department, school academic departments and applicable school advisory committees, including:
 - ◆ English Learner Advisory Committee
 - ◆ Site Advisory Committee for Special Education Programs
 - ◆ Site Gifted and Talented Advisory Committee
- The Educational Services Department has led the schools in establishing a process for analyzing data, developing student achievement goals and involving administrators, teachers and parents in the development of the SPSA.
- All schools set goals in the following areas:
 - ◆ Increase the number of students proficient in English, Mathematics, Science and Social Science
 - ◆ Increase the number of students testing at grade level in Algebra I
 - ◆ Increase the number of students in subgroups enrolling in and successfully completing Honors/AP level coursework
 - ◆ Creating safe environments where students feel connected to school
- Within each general goal for English, Mathematics, Science and Social Science, schools set sub-goals targeting underperforming students across all subgroups.
- Growth targets in the various goals range from a 2% to 25% increase in number of proficient students, based on site specific discussions, baseline data and actual performance on the 2007-2008 goals.
- All required Signature sheets and Assurances are on file for each site plan.
- Site Plan budgets vary in terms of allocations, based on categorical program participation, and have been reviewed to ensure spending/activities are in compliance with funding regulations.
- Educational Services and School Site Councils will continue to monitor progress on goals/activities/funding and may adjust those accordingly on a needs' basis. Any modifications/adjustments (including discretionary money expenditures) will be submitted to the Board of Trustees in an addendum format for approval.

The Single Plan for Student Achievement

Carmel Valley Middle School

School Name

37-68346-6117352

CDS Code

Date of this revision: October 15, 2008

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

Contact Person: Laurie Francis
Position: Principal
Telephone Number: (858) 481-8221
Address: 3800 Mykonos Lane
San Diego, CA 92130
E-mail Address: laurie.francis@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Carmel Valley Middle School

Vision Statement

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

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

FOCUS AREAS DETERMINED THROUGH FEEDBACK FROM CARMEL VALLEY COMMUNITY:

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

Mission Statement

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

CARMEL VALLEY MIDDLE SCHOOL CORE VALUES:

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

STUDENT FOCUS

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

ACADEMICS

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

PROFESSIONALISM

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

COMMUNICATION

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

SAFE AND SECURE ENVIRONMENT

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

II. School Profile Carmel Valley Middle School

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

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

In addition, we have frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the individual needs of all of our students. This includes regular Professional Learning Community (PLC) meeting time to review Essential Learning Outcomes, develop common formative assessments, analyze student work and data, develop reteach plans, prioritize needs, and set goals, etc.).

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

English Learners have access to standards-based curriculum in ELD, sheltered science, and sheltered history classes, and non-sheltered math courses. Most teachers have CLAD/EL certification and some have received SDAIE training. Seventy-seven percent (77%) of the staff is EL certified. An adult aide assists in ELD and sheltered classes.

Students are recruited for enrollment in an AVID class based on a variety of factors. Most teachers are trained in AVID instructional strategies, which are infused throughout the curriculum. Additionally, these students are targeted for enrollment in a variety of academic support programs (tutoring, Before School Enrichment, math & ELA support electives, Saturday Seminar, Bobcat Connection, etc.). (See Appendix IV)

Gifted and Talented students are identified through a district approved process and have access to Honors English 7 and 8, Pre-Algebra Honors, Algebra Honors, and Geometry Honors.

Pupils with exceptional needs are served by 504 Education Plans or Individual Education Plans. Carmel Valley offers support for special education students in the standards-based core curriculum by,

- 1) teaming special educators with regular education teachers in targeted regular education classes,
- 2) providing special education instructional assistants in some classes and,
- 3) Special Education courses in the areas of Math, ELA, Reading, and California High School Exit Exam (CAHSEE) classes. A school psychologist and speech therapist also provide Designated Instructional Services to students with special needs. All teachers receive on-going training in strategies to assist special needs students. Students with moderate to severe disabilities can enroll in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment results.

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

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology and materials that enhance the standards-based core curriculum. Educationally disadvantaged students are provided with opportunities that allow learning time to be extended.

ITEM 17

These opportunities include: a) summer school program, b) homeroom and before and after school tutoring c) peer tutoring, d) counseling programs to facilitate readiness to learn, and e) Math and ELA support electives (see Appendix IV).

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

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

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

Training for parents includes how to help their children and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include the summer Parent Orientation, quarterly Parent Forums, PTSA parent organization, School Site Council, SSS Advisory Board, GATE Committee, English Learner Advisory Committee, and a huge variety of volunteering opportunities. Training is provided by parents, staff and consultants.

III. Student Performance Data

**STAR/CST Results
By Grade Level**

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 7	87.0	85.0	89.0	90.0
Grade 8	81.0	86.0	79.0	89.0
General Mathematics (6 & 7 Standards)				
Grade 7	85.0	83.0	84.0	88.0
Algebra I				
All Grades	79.0	82.0	80.0	81.0
Grade 7			97.0	100.0
Grade 8	79.0	82.0	78.0	78.0
Geometry				
Grade 8	100.0	100.0	100.0	100.0
Science (Life Science)				
Grade 8	N/A	81.0	79.0	92.0
History				
Grade 8	76.0	84.0	80.0	89.0

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	917	10	9	Yes
2006	931	10	9	Yes
2007	934	N/A	N/A	Yes
2008	961			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian	977	993	993	1000
Filipino				
Hispanic/Latino				
Pacific Islander				
White	923	935	928	953
Socioeconomically Disadvantaged				
English Learners	--			
Students with Disabilities	--	767	750	797

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	99	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	1062	1110	1174	746	772	777	9	11	13	261	284	328
Percent At or Above Proficient	86.3	85.3	90.3	85.9	85.1	89.9	60.0	73.3	86.7	94.9	93.1	95.3
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	100	100	99	100	100	100	97	98	98	99
Number At or Above Proficient	37	32	35	37	48	61	12	12	22	56	61	55
Percent At or Above Proficient	64.9	55.2	63.6	71.2	70.6	72.6	48.0	41.4	71.0	51.4	51.7	53.9
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	--	--	--	--	--	--	--	--	--	Yes	Yes	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	100	99	99	100	94	100	100	100	100	100
Number At or Above Proficient	971	1032	1082	664	695	689	7	7	10	263	288	333
Percent At or Above Proficient	79.3	79.2	83.2	76.9	76.6	79.7	50.0	46.7	66.7	95.6	94.4	96.8
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	100	100	100	100	100	97	100	97	96	100	99
Number At or Above Proficient	30	31	29	41	56	66	12	10	17	51	51	51
Percent At or Above Proficient	52.6	52.5	52.7	78.8	81.2	78.6	50.0	34.5	54.8	48.1	42.1	50.0
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	Yes	Yes	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	22	3	33	3	33	1	11			9
8	3	23	5	38	4	31			1	8	13
Total	5	23	8	36	7	32	1	5	1	5	22

IV. Student Performance Data and Summary Carmel Valley Middle School

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. Carmel Valley Middle School's 2007 API is 934 (out of 1000). The school is in the highest statewide performance band (10), with a 2007 Similar Schools Rank of 9. Approximately 99 percent of students participated in STAR testing, which exceeded the state's required participation rate of 95 percent.

Adequate Yearly Progress (AYP) School Report

State Norm-Referenced Testing (NRT)

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

State Standards-Based Testing (STAR)

The California Standards Test consists of several tests covering English/Language Arts (reading, language, and writing), math, and history. Students score within one of five levels of proficiency on the tests. The five performance levels are Advanced, Proficient, Basic, Below Basic and Far Below Basic. The California State Board of Education has established the top two levels (Advanced and Proficient) as the goal for all students. See Appendix I for CST results.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. A district-wide standards-based Direct Writing Assessment is annually administered to all 8th grade students. During the 2007-08 school year we have continued to develop and employ course-specific common formative assessments that will be administered school-wide on a quarterly basis. In addition, math placement tests are used to ensure correct placement of all students. Formal progress reports are given to all students every nine weeks. All teachers provide informal progress report information in addition to the nine week reports. All teachers also make grade reports available to students and parents online through our Parent Portal. Students targeted for and participating in intervention programs are assessed three times per year using a computer-based formative assessment program call Measures of Academic Progress (MAP) and this data is used to inform instruction, measure individual growth, and assess program effectiveness.

Conclusions from Student Performance Data

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

Economic Status:

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

English Proficiency:

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

ITEM 17

Special Education Status:

There is a discrepancy between the CST achievement of our students with special needs (those with active IEP's at the time of testing) and those without IEP's. The number of students classified as Special Education during STAR testing was 108 students (7.9% of school population). On average, Special Education students (as a group) under-performed their non-Special Education peers by 40% across all subject areas. However, our SPED population enjoyed a 24 point overall increase on the CST.

Math Course Enrollment:

There is a discrepancy in the CST results of our 8th grade students enrolled in Pre-Algebra (below grade level) and other 8th graders enrolled in Algebra or Geometry classes (at or above grade level). The number of 8th grade students enrolled in Pre-Algebra classes during STAR testing was 61 students (8.7% of 8th grade population) while 91.3% of our 8th graders were enrolled in Algebra, Geometry, or Algebra II classes. On average, 8th graders enrolled in Pre-Algebra classes (as a group) under-performed their 8th grade peers by 71% on the Math CST.

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

V. Summary of Progress Made on 2007-2008 Goals Carmel Valley Middle School

Goal #1 (English-Language Arts):

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

CST ELA	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	68	63	59	54	57	59
% Proficient	22	26	30	25	28	27
% Basic	7	9	8	16	10	12
% Below Basic	2	1	2	2	3	2
% Far Below Basic	1	1	1	3	1	1

Progress/Results:

In 2006, 86% of our 8th grade students scored Proficient or better, in 2007 this percentage went down to 79%, and in 2008, the percentage went up to 89%. In 2006, 85% of our 7th graders scored Proficient or above, in 2007, this percentage went up to 89% and in 2008, it went up again to 90%. The fluctuation could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students.

Goal #2 (Mathematics)

To increase the number of students scoring at proficient or above on the California Standards Tests in Mathematics

CST Math 7	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	54	N/A	55	N/A	57	N/A
% Proficient	34	N/A	30	N/A	26	N/A
% Basic	8	N/A	11	N/A	11	N/A
% Below Basic	4	N/A	3	N/A	4	N/A
% Far Below Basic	1	N/A	1	N/A	1	N/A

Progress/Results:

In 2006, 83% of our 7th graders scored Proficient or above, in 2007 this percentage went up to 85%, and in 2008, the percentage went up again to 88%. This fluctuation could be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our ongoing efforts to move more students into ever more rigorous math classes regardless of grade level means that we are skimming the top students out of Pre-Alg 1 into Pre-Alg 7 and out of Pre-Alg 7 into Algebra or Geometry which is likely to depress the rate of increase for scores on the 7th Grade Gen. Math Test scores. Of significant note is that starting with 2007, all 7th graders took subject specific math tests whereas prior to 2007, all 7th grade students, regardless of math class enrollment, took the same 7th Grade General Math Test. This is significant because in 2007 and 2008, our strongest 7th grade math students took the more challenging Algebra and Geometry tests which skimmed the strongest performing 7th grade students from the group score for the 7th Grade Gen Math Test. We were pleased to see that despite this change, our 2008 7th Grade Gen. Math Test group did as well or better than past groups. Unfortunately, due to our students coming from over 10 different feeder elementary schools, it is not possible to analyze the achievement of cohort groups from 6th to 7th grade. In summary, the slight increase is significant given the factors outlined above.

ITEM 17

CST Gen. Math 8 (Pre-Alg 2)	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	7	N/A	4	N/A	4
% Proficient	N/A	36	N/A	24	N/A	25
% Basic	N/A	39	N/A	49	N/A	50
% Below Basic	N/A	15	N/A	18	N/A	16
% Far Below Basic	N/A	3	N/A	6	N/A	4

Progress/Results:

In 2006, 29% of our 8th grade Pre-Algebra 2 students scored Proficient or above, in 2007 this percentage went down slightly to 28%, and in 2008 the percentage went up to 43%. This increase could be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our early efforts in previous years (since 2006) to "track" students into higher level mathematics classes is resulting in students who are better prepared in 7th grade, and 3) targeted instruction driven by formative assessment data is ensuring competency of Essential Mathematics Standards, and 4) an increase in Before School Enrichment Support Programs for math has provided greater opportunities for targeted reteach. Given that we once again decreased the number of students taking the 8th Grade Gen. Math CST, we are very pleased that the performance of the remaining students. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

CST Algebra I	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	96	40	94	34		45
% Proficient	4	38	3	44		37
% Basic	0	18	1	17		14
% Below Basic	0	4	0	5		3
% Far Below Basic	0	0	3	1		0

Progress/Results:

In 2006, 82% of our 8th grade Algebra students scored Proficient or above, in 2007 this percentage went down to 78%, and in 2008, this percentage went remained the same at 78%. This may be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our ongoing efforts to move more students into ever more rigorous math classes means that we are skimming the top 8th grade students out of Pre-Alg 2 into Algebra I which is likely to depress (slow growth) the 8th grade group achievement on the Algebra CST. For the first time in 2007, 7th graders took course specific math tests and our 7th graders enrolled in Algebra performed very well on this assessment with 97% of them scoring Proficient or better. In 2008, we saw a similar performance level of 98%. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

ITEM 17

CST Geometry	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	90	N/A	93	N/A	93
% Proficient	N/A	10	N/A	7	N/A	7
% Basic	N/A	0	N/A	0	N/A	0
% Below Basic	N/A	0	N/A	0	N/A	0
% Far Below Basic	N/A	0	N/A	0	N/A	0

Progress/Results:

In 2006-2008, 100% of our 8th grade Geometry students scored Proficient or above. This success should be viewed with the understanding that these test results represent the achievement of different groups of students. Regardless, we are excited that all of our Geometry students are achieving at a high level. We are also excited that the percentage of students scoring Advanced on this test remains extremely high at 90%. It was 93% in both 2006 and 2007. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

Goal #3 (Science):

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

CST Science	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	72	N/A	58	N/A	54
% Proficient	N/A	20	N/A	21	N/A	27
% Basic	N/A	7	N/A	13	N/A	13
% Below Basic	N/A	1	N/A	7	N/A	5
% Far Below Basic	N/A	1	N/A	1	N/A	1

Progress/Results:

The CST Science test was given to 8th graders for the first time in 2006. In 2006, 81% of our 8th grade students scored Proficient. In 2007 this percentage went down to 79%, and in 2008, the percentage went up again to 92%. The increase could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students. It may also be attributed to the implementation of more hands-on, lab based learning in our science program as well as a concentrated effort in using ongoing, common formative assessment data to drive instruction. Unfortunately, due to the CST Science test being given intermittently (6th, 8th, and 10th grades) it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

ITEM 17

Goal #4 (History/Social-Science):

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

CST History-SS	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	69	N/A	60	N/A	64
% Proficient	N/A	20	N/A	20	N/A	20
% Basic	N/A	8	N/A	12	N/A	11
% Below Basic	N/A	2	N/A	5	N/A	3
% Far Below Basic	N/A	1	N/A	3	N/A	2

Progress/Results:

In 2006, 84% of our 8th grade students scored Proficient or above. In 2007 this percentage went down to 80%, and in 2008, this percentage went up again to 89%. This fluctuation could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students. It may also be attributed to the implementation of ongoing, formative assessment data to inform classroom instruction. Unfortunately, due to the CST History-SS test being given intermittently (8th and 11th grades) it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

Goal #5 (Students Feeling Safe at School):

To increase the percentage of students who report feeling safe and connected to school

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Feel Safe at School			64	65	75	75
Feel Like a Part of School			58	56	N/A	N/A

Progress/Results:

The California Healthy Kids Survey is given to students every other year. Using the 2005 results as our baseline, we found that in 2007, 11% fewer of our 7th grade students felt safe at school while 4% fewer of our 8th graders felt safe at school. In 2007, 4% fewer of our 7th graders felt like a part of our school but among 8th graders 5% more felt like a part of school. These results could be attributable to variety of factors but are most likely due to the fact that these survey results represent the feelings of different groups of students. Unfortunately, due to the Calif. Healthy Kids Survey being given every other year, it is not possible to analyze the results of cohort groups from 7th to 8th grade. We do have concern that in these two areas (safety & connectedness) our site results are worse than the district mean while across almost every other measure on the HKS, we are at or better than the district mean. We are determined to conduct research into why this is so – we suspect that our large and growing student population has significant impact on our students' feelings of safety and connectedness.

ITEM 17

Goal #6 (Decreasing use of drugs/alcohol/tobacco):**To decrease the percentage of students who report having used drugs/alcohol/tobacco**

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Lifetime Use of Alcohol			10	18	6	6
Lifetime Use of Marijuana			1	3	2	2
Lifetime Use of Cigarettes			2	3	5	5

Progress/Results:

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

**VI. Planned Improvements in Student Performance (Goals)
Carmel Valley Middle School
2008-09**

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

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #1:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts by 3% or better as measured by the results of the 2009 STAR test.	English Language Arts CST results - August, 2009	Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the ELA/CST	May, 2009	Principal, Counselors
To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts by 3% or better as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks beginning October, 2008	Provide support programs before, during and after school for students who under-perform on benchmarks	May, 2009 and ongoing	Principal, English Dept., Counselors
To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts by 3% or better as measured by the results of the 2009 STAR test.	Monitor Direct Writing Scores of 3 or higher - August, 2008 and ongoing	Communicate with parents and students regarding support programs	Ongoing	Principal, English Dept., Counselors
To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST English Language Arts by 3% or better as measured by the 2009 STAR test.	Quarterly ELA Benchmark Assessments	Conference with parents and students if students get a D or F on progress report/report card	Ongoing	Principal, Counselors and Teachers
To increase the number of students at the 8th grade level scoring at the proficient level for CST English Language Arts by 3% or better as measured by the 2009 STAR test.	Implement ongoing, formative assessments that will guide and inform targeted instruction. Provide reteach opportunities before, during and after school.	Implement and revise quarterly ELA benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention.	ongoing	English Dept., Principal, Counselors
		Support and provide professional development in support of this goal	Ongoing	Administration, Staff Development Committee, Dept. Chairs

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #2:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math by 3% or better as measured by the results of the 2009 STAR test.	Math CST results - August, 2009	Identify all students (including economically disadvantaged & Sped students) scoring Basic, Below Basic, Far Below Basic on the ELA/CST	August, 2008	Principal, Counselors
To increase the percentage of Special Education students scoring at the proficient level for CST-Math by 3% or better as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks beginning October, 2008	Provide support programs before, during and after school for students who under-perform on benchmarks	October 2008 to June 2009.	Principal, Math Dept., Counselors
To increase the percentage of Pre-Algebra students scoring at the Proficient level for CST Math by 3% or better as measured by the results of the 2009 STAR test.	Quarterly Math Benchmark Assessments Implement ongoing, formative assessments that will guide and inform targeted instruction.	Communicate with parents and students regarding support programs	ongoing	Principal, Math Dept., Counselors
		Conference with parents and students if students get a D or F on progress report/report card	October, 2008 and ongoing	Principal, Counselors and Teachers
		Implement and revise quarterly Math benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention.	ongoing	Math Dept.
		Support and provide professional development in support of this goal	ongoing	Administration, Staff Development Committee, Dept. Chairs

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #3:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2009 STAR test.	Science CST results - August, 2009	Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST Science	August, 2008-2009	Principal, Counselors
To increase the percentage of English Language Learners scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks beginning October, 2008	Research & develop intervention strategies for underperforming students	June, 2008 to May 2009	Principal, Science Dept., Counselors
To increase the percentage of Special Education students scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2009 STAR test.	Implement ongoing, formative assessments that will guide and inform targeted instruction.	Create and implement and revise quarterly Science benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention.	ongoing	Science Dept.
To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST Science by 3% or better as measured by the 2009 STAR test.		Support and provide professional development in support of this goal	ongoing	Administration, Staff Development Committee, Dept. Chairs

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #4:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2009 STAR test.	History-SS CST results - August, 2009	Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST History-SS	August, 2008	Principal, Counselors
To increase the percentage of English Language Learners scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks beginning October, 2008 Implement ongoing, formative assessments that will guide and inform targeted instruction.	Research & develop intervention strategies for under performing students	June 2008 to June, 2009	History Dept., Principal, Counselors
To increase the percentage of Special Education students scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2009 STAR test.		Create, implement, and revise quarterly Social Science benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention.	ongoing	History Dept.
To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST-H-SS by 3% or better as measured by the 2009 STAR test.		Support and provide professional development in support of this goal	ongoing	Administration, Staff Development Committee, Dept. Chairs

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #5:

To increase the number of students scoring at proficient or above on the CVMS World Language Benchmark Assessments

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of students scoring Proficient or better on the CVMS quarterly benchmark assessments by 5% or better as measured by the results of the 2008-09 quarterly benchmark assessments.	CVMS World Language Quarterly Benchmark Assessment results – August 2008 – June 2009.	Implement and revise quarterly World Language Quarterly benchmark assessments for Spanish I	Oct., 2007 – June 2008	World Language Dept.
		Gather baseline student achievement data for future reference.	Oct. 2007 – June 2008	World Language Dept.
		Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention.	ongoing	World Language Dept. & Administration
		Support and provide professional development in support of this goal	ongoing	Administration, Staff Development Committee, World Language Dept.

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #6:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Increase the number of students who report that they feel safe at school.	2009 Healthy Kids survey results	Implement a Peer Mediation Program on site for the 2008-09 school year. Implement a Club Live Program at School for the 2008-09 school year. Target ASB activities to encourage friendship building.	2008-09	Principal, Club Advisors, Counselors
	5% Decrease in suspensions for bullying	Structure a School Spirit Day that fosters friendship.	Spring, 2009	Assistant Principal, Counselors and ASB Advisor
		Implement an anti-bullying program. Develop strategies to encourage students to access counseling support services.	2008-09	Principal & Counselors
		Create clubs on campus that provide for opportunities for friendship and acceptance from peers.	2008-09	Principal and Assistant Principal, ASB Advisor, Club Advisors & Counselors
		Quarterly BNN Infomercials related to anti-bullying campaign	Quarterly	

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2008-09 SPSA**

SCHOOL GOAL #7:

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

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

VII. Categorical Funding/Budget

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

**Budget Estimates 2008-09
Single Plan for Student Achievement
Carmel Valley Middle School**

Object Numbers	Object Titles	SIP	GATE	EIA
1100-012	Substitutes-School Business	5,000	3,000	3,500
1100-040	Extra Curricular Activity	10,000	3,000	3,000
2100-001	Instructional Aides	500		17,540
2100-003	AVID Tutors	1000		
2400-058	Clerical	500		
4200-000	Other Books			
4300-001	Instructional Supplies & Materials	44,330	30,959	11,709
4300-010	Office Supplies			
4300-005	Duplicating	2,000		200
5800-001	Consultants	1,000		
5200-020	Conferences	5,000	1,000	2,000
5200-030	Mileage	500		
5600-003	Repairs			
5800-055	Other Contracts			
5800-025	Printing	1,000	500	
6400-000	Equipment	5,000		3,000
Totals		75,330	38,459	38,749

Total amount of state and federal categorical funds allocated to this school: 152,538

ITEM 17

**VIII. School Site Council Membership
Carmel Valley Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laurie Francis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Starr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Swope	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Boman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Bullock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Madrigal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Kimball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ruo Chen Huang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maha Achour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen Trissel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hilda Leisorek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	3	2

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

**Recommendations and Assurances
Carmel Valley Middle School**

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: 11-06-08.

Attested:

Laurie B. Francis		
Typed name of school principal	Signature of school principal	Date
Jamie Swope		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

The Single Plan for Student Achievement

Diegueño Middle School

School Name

37-68346-610479

CDS Code

Date of this revision: November 4, 2008

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

Contact Person: Mary Anne Nuskin
Position: Principal
Telephone Number: (760) 944-1892, ext. 6683
Address: 2150 Village Park Way
Encinitas, CA 92024
E-mail Address: maryanne.nuskin@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Diegueño Middle School

Mission Statement

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

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

II. School Profile Diegueño Middle School

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

Performance objectives for each math level were developed based on the State Standards. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction. Successful instruction of standards-based math curriculum is evident based on the 95% of our 8th grade students scoring "proficient" or higher on the California State Standards Test in Algebra.

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

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

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

There are a variety of supports available for Diegueno students. Academic support electives, before and after school Homework Clubs, the Academic Center for Excellence (ACE), Academic Saturday School, and support programs such as Power in Pairs provide all students with additional means of achieving academic success and access to standards-based curriculum. Staff members continue to brainstorm ideas on how to connect students to the middle school. Some ideas include mentor opportunities between students and teachers (Friday Morning Breakfast Buddies), ongoing development of Character Counts on campus, and various students activities facilitated by Peer Mediators and the Associated Student Body (ASB).

A variety of state and local assessments are used to modify instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. English Learner students are assessed twice a year to determine knowledge and growth. The two assessment tools used are the California English Language Development Test (CELDT) and the Spanish Assessment of Basic Education (SABE). The Direct Writing Test is given yearly to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given yearly in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Tests in English, math, science, and history measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. All communication materials (newsletter, enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a certificated Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "Connect Ed" in both English and Spanish. The "E-Option" provides all students and parents with daily communication through e-mail. The Aeries program provides student information to staff, students, and parents. A Diegueño School Accountability Report Card is distributed yearly. After school programs include Homework Club, Algebra Homework Club, Pre-Algebra Homework Club, and Gateways (assistance in Spanish).

ITEM 17

Parent forums, such as Road to Success and the English Learner Advisory Committee, provide parents with strategies to assist their students. Elective programs, such as Algebra Topics, Pre-Algebra Topics, Math Enrichment, Academic Success and Read 180 are available during the school day. Power in Pairs, a student tutoring program, is available two days per week immediately following lunch. The City of Encinitas, through Teen Scene, provides access to Sylvan Learning Center and a weekly tutoring program on Wednesdays at Oak Crest Middle School.

Providing a safe campus for students is a priority for the entire staff. Our "Team Diegueño" approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Character Counts is a part of the Diegueno Community Culture. Staff development focuses on professional development opportunities such as Beyond Diversity, English Learner Authorization and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids Survey is administered every other year and the results are the focus of all staff during that year.

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

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 7	75.0	82.0	78.0	74.0
Grade 8	72.0	74.0	79.0	72.0
General Mathematics (6 & 7 Standards)				
Grade 7	68.0	77.0		68.0
Algebra I				
All Grades	86.0	89.0	83.0	95.0
Grade 7				
Grade 8	86.0	89.0	84.0	95.0
Geometry				
Grade 8				
Science (Life Science)				
Grade 8	N/A	65.0	66.0	76.0
History				
Grade 8	66.0	69.0	71.0	57.0

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	852	10	6	Yes
2006	873	10	10	Yes
2007	894	N/A	N/A	Yes
2008	880			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino	698	752	757	748
Pacific Islander				
White	898	919	895	889
Socioeconomically Disadvantaged	669	729	727	
English Learners	--			
Students with Disabilities	--			

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	726	681	641	603	549	512	--	--	--	46	58	51
Percent At or Above Proficient	79.2	78.7	73.8	83.6	81.7	77.3	--	--	--	92.0	92.1	87.9
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	98	97	95	97	97	95	96	96	94	96	96	94
Number At or Above Proficient	57	65	61	40	36	28	37	49	38	17	21	22
Percent At or Above Proficient	47.5	55.6	49.2	44.0	41.9	34.1	42.5	46.2	42.2	27.4	36.2	34.4
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	Yes	--	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	710	616	632	581	491	501	--	--	--	45	52	50
Percent At or Above Proficient	77.5	71.0	72.2	80.9	73.1	75.7	--	--	--	90.0	82.5	86.2
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	100	99	99	100	99	98	100	100	95	100	100
Number At or Above Proficient	67	66	66	50	40	35	47	52	39	17	16	21
Percent At or Above Proficient	54.9	55.0	50.8	53.8	44.9	40.7	52.8	47.7	40.6	27.9	26.2	30.4
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	Yes	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7											
8	4	13	15	50	8	27	3	10			30
Total	4	13	15	50	8	27	3	10			30

IV. Student Performance Data and Summary Diegueño Middle School

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of measuring the academic performance and growth of schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need assistance. Diegueño's API in 2007 was 880 (out of 1000). This is a decrease of 14 points compared to last year's API. One hundred percent of students took the test, which did exceed the state's required participation rate of 95%.

Adequate Yearly Progress (AYP) School Report

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

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

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

At the high school level, proficiency is measured by student performance on the California High School Exit Exam and the California Performance Assessment (CAPA).

Although all schools and districts in the state receive annual AYP determinations, only schools and districts receiving Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

State Standards-Based Testing (STAR)

Student Testing and Reporting (STAR)

The CAT-6 is a national test that helps us measure how well our students are learning compared to other students nationally. The test is given to all 7th grade students.

Student Performance by Content Clusters or Standards (STAR)

The California Standards Test consists of several tests in English/language arts (reading and writing), math, history/social science and science. Students score within one of five levels of proficiency on the tests. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The

California State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. A Direct Writing Assessment is administered to 8th grade students yearly. The STAR Writing Test is administered yearly to 7th grade students. In addition, math placement tests are used to ensure correct placement of all students. Progress reports are given to all students every six weeks. Two progress reports are issued prior to each semester's final grades. Many teachers provide information in addition to the six-week reports. Some teachers provide student progress information on websites.

Conclusions from Student Performance Data

There is a definite discrepancy between the achievement of the less and more affluent groups, even though the number in the economically disadvantaged group is small. The same results exist between English proficient students and English Learner students. Although these numbers are small, we must provide methods/strategies for these students to improve their results and be academically successful. The school-wide goal is that all students will demonstrate proficiency. Over the last five years, scores of most of these subgroups have increased significantly.

V. Summary of Progress Made on 2007-2008 Goals Diegueño Middle School

Goal #1 (English-Language Arts):

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

CST ELA	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	40	40	40	43	42	47
% Proficient	34	32	38	36	40	27
% Basic	20	19	15	16	13	19
% Below Basic	5	6	5	3	4	5
% Far Below Basic	1	3	2	3	1	2

Progress/Results:

In the area of English/Language Arts, the number of 7th grade students scoring proficient or higher decreased slightly from 78% to 74%. The number of 8th grade students scoring proficient or higher decreased from 79% to 72%. The 7th grade Economically Disadvantaged students increased from 41% to 48% while the 8th grade students decreased from 48% to 33% proficient. The 7th grade English Learner students decreased from 19% to 18% and there were no 8th grade students scoring proficient or higher last year, however this year there was an increase to 11%. The 7th grade re-classified English Learner students decreased from 73% to 71% proficient, while the 8th grade students decreased from 79% to 67%. The 7th grade students with disabilities increased from 25% to 40% while the 8th grade students decreased from 38% to 22%. Although the school wide growth target was met and the growth target for the subgroup "White (non Hispanic) students was met, our Hispanic/Latino subgroup demonstrated a decrease in growth on the API score. Counselors and principal continue to meet regularly to review student progress. Departments are implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

Goal #2 (Mathematics)

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

CST Math 7	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	33	N/A	34	N/A	38	N/A
% Proficient	35	N/A	35	N/A	39	N/A
% Basic	22	N/A	20	N/A	17	N/A
% Below Basic	8	N/A	8	N/A	4	N/A
% Far Below Basic	1	N/A	4	N/A	1	N/A

Progress/Results:

In the area of Mathematics, the number of 7th grade students scoring proficient or higher decreased from 69% to 68%. In the area of General Mathematics, 8th grade students stayed the same at 52%. In the area of Algebra, 8th grade students increased significantly from 84% to 95% proficient or higher. The 7th grade Economically Disadvantaged students increased from 34% to 37% proficient or higher in General Mathematics while the 8th grade students decreased from 51% to 28% proficient or higher. The 8th grade Economically Disadvantaged students increased from 82% to 93% proficient or higher on the Algebra test. Seventh grade English Learner students decreased from 25% to 19% proficient or higher. The 7th grade re-classified English Learner students decreased from 87% to 77% proficient or higher while 8th grade students had no score last year or this year. Seventh grade students with a disability increased from 19% to 24% on the General Math test and the 8th grade students increased from 28% to 36% proficient or higher. Counselors and principal continue to meet regularly to review student progress. Departments give common assessments to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

ITEM 17

CST Gen. Math 8 (Pre-Alg 2)	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	12	N/A	7	N/A	10
% Proficient	N/A	40	N/A	45	N/A	43
% Basic	N/A	27	N/A	30	N/A	29
% Below Basic	N/A	13	N/A	11	N/A	14
% Far Below Basic	N/A	7	N/A	7	N/A	4

CST Algebra I	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	*	50	*	39		51
% Proficient	*	45	*	45		38
% Basic	*	5	*	14		8
% Below Basic	*	0	*	2		2
% Far Below Basic	*	0	*	0		1

CST Geometry	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	*	N/A		N/A	*
% Proficient	N/A	*	N/A		N/A	*
% Basic	N/A	*	N/A		N/A	*
% Below Basic	N/A	*	N/A		N/A	*
% Far Below Basic	N/A	*	N/A		N/A	*

Goal #3 (Science):

A goal in Science was not present in last year's plan. The third goal was written to address the need to increase under-represented students in higher level academic classes including the GATE program. The SPSA for 2008-2009 has a new goal written to address the core area of Science.

CST Science	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	49	N/A	37	N/A	39
% Proficient	N/A	27	N/A	29	N/A	26
% Basic	N/A	11	N/A	23	N/A	19
% Below Basic	N/A	6	N/A	8	N/A	12
% Far Below Basic	N/A	7	N/A	3	N/A	5

Progress/Results:

Eighth grade students are the only students who take the Science STAR test. Students scoring proficient or higher increased significantly from 66% to 76%. The Economically Disadvantaged students increased from 40% to 47%. The English Learner students decreased from 17% to 22%. The re-classified English Learner students increased significantly from 58% to 80% proficient. Students with disabilities increased from 38% to 47%. Overall, all 8th grade students and subgroups scored increased significantly. The Science department is implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

ITEM 17

Goal #4 (History/Social-Science):

A goal in History was not present in last year's plan. The SPSA for 2008-2009 has a new goal written to address the core area of History.

CST History-SS	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	36	N/A	37	N/A	46
% Proficient	N/A	21	N/A	34	N/A	23
% Basic	N/A	26	N/A	17	N/A	19
% Below Basic	N/A	12	N/A	8	N/A	7
% Far Below Basic	N/A	4	N/A	5	N/A	5

Progress/Results:

Eighth grade students are the only students who take the History STAR test. Students scoring proficient or higher decreased significantly from 71% to 57%. The Economically Disadvantaged students decreased significantly from 54% to 18%. The English Learner students decreased from 10% to 0%. The re-classified English Learner students decreased significantly from 71% to 40% proficient. Students with disabilities increased from 38% to 39%. Overall, all 8th grade students and subgroup scores decreased significantly. The History department is creating and implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

Goal #5 (Students Feeling Safe at School):

To provide a safe and drug-free school environment for all students to be successful academically and socially.

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Feel Safe at School			66%	60%	N/A	N/A
Feel Like a Part of School			59%	48%	N/A	N/A

Progress/Results:

Department Chairs have received and reviewed the Healthy Kids Survey. All staff will receive and review this document as well. Staff continue to work on "student connection" activities with students, including implementation of the school-wide "Character Counts" program. Science classes continue to focus on drug, alcohol, and tobacco education instruction as do some of the physical education classes. Our student planners provide students with additional drug information ("Just Say No") and "Character Counts" information. The District READI program focuses on providing counseling and drug education for students in lieu of official suspension and for students who believe they need this program. Students who do bring drugs/paraphernalia to school will attend this program or be suspended/expelled from school. A school-site safety plan is updated yearly and every staff member has a copy of this plan. Fire drills, lockdown drills, and evacuation drills are held throughout that school year. The Site Safety Committee meets once a month as does the District Safety Committee.

**VI. Planned Improvements in Student Performance (Goals)
Diegueño Middle School
2008-09**

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

**School Goals for Improving Student Achievement
Diegueño Middle School
2008-09 SPSA**

SCHOOL GOAL #1:

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

School-wide objective: To increase the number of students scoring at proficient or above on CST ELA by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts from 47% to 52% or better in the 7th grade and 33% to 38% or better in the 8th grade as measured by the results of the 2007 STAR test.	2008 English Language Arts CST results	Identify students in each sub group scoring Basic, Below Basic, Far Below Basic on the ELA/CST.	August, 2008	Principal, counselors, and teaching staff
To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts from 18% to 23% or better in the 7th grade and 11% to 16% or better in the 8th grade as measured by the results of the 2007 STAR test.	English benchmarks - 3 times per year.	Give benchmark tests	Oct., Jan., and April, 08-09	
To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts from 40% to 42% or better in the 7th grade and 22% to 24% or better in the 8th grade as measured by the results of the 2006 STAR test.	Monitor progress report grades every 6 weeks beginning October	Give SRI pre/post tests in fall/spring.	Fall and Spring	
	SRI and Read 180	Give DWA pre/post test	Fall/Spring	
	DWA (8th grade)	Year-long STAR essay practice for March test.	On-going	
	STAR essay (7th grade)	Provide support programs during and after school.	On-going	

**School Goals for Improving Student Achievement
Diegueño Middle School
2008-09 SPSA**

SCHOOL GOAL #2:

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

School-wide objective: To increase the number of students scoring at proficient or above on CST Math tests by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math from 37% to 39% or better in the 7th grade and 28% to 30% or better in the 8th grade as measured by the results of the 2007 STAR test, and increased enrollment in Algebra I.	2008 Math CST results	Review 2007 CST results to Identify students in sub groups scoring Basic, Below Basic, Far Below Basic on the Math	August, 2008	Admin, Counselors, Math/SPED teachers, Title I coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 19% to 21% or better in the 7th grade and 26% to 28% or better in the 8th grade as measured by the results of the 2007 STAR test, and increase enrollment in Algebra I.	Homework completion at 6 and 12 week grade report.	Measure homework completion at 6 week grade report and remeasure at 12 week grade report.	On-going and at 6 and 12 week grade reports	Counselors, teachers, and Title 1 coordinator
To increase the percentage of Special Education students scoring at the proficient level for CST-Math from 24% to 26% or better in the 7th grade and 36% to 38% or better in the 8th grade as measured by the results of the 2007 STAR test, and increase enrollment in Algebra I.	Common math assessments	Give common assessments throughout the school year and compare/discuss student performance results.	On-going	Principal, Math/Sped teachers
	Monitor grades every 6 weeks beginning October, 2008	Provide support programs during and after school	6 week progress report	Principal, Counselors, math/sped Teachers, Title I coordinator
		Communicate with parents and students regarding support programs	On-going	Principal, Counselors
		Conference with parents and students if students get a D or F on progress report/report card	Starting October, 2008 and ongoing	Principal, Counselors, math/sped teachers, Title I coordinator

**School Goals for Improving Student Achievement
Diegueño Middle School
2008-09 SPSA**

SCHOOL GOAL #3:

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

School-wide objective: To increase the number of students scoring at proficient or above on CST Science test by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of Economically Disadvantaged students scoring at the proficient level for CST-Science (8th grade Life Science) from 47% to 49% or better as measured by the results of the 2008 STAR test.	CST results from Spring 2007	Analyze CST results as a department and identify students in each subgroup scoring Basic, Below Basic and Far Below Basic	August, 2008	Principal, Counselors, Science teachers, SPED teachers, Title I coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-Science (8th grade Life Science) 22% to 24% as measured by the results of the 2008 STAR test.	Benchmark tests	Create two benchmark tests that all 8th graders will take.	Fall, 2008	Science Teachers
To increase the percentage of Special Education students scoring at the proficient level for CST-Science (8th grade Life Science) 47% to 49% as measured by the results of the 2008 STAR test.		Give benchmark tests 2 times per year and review scores.	Fall 08/Spring 09	Science Teachers
		Provide support programs during and after school	Ongoing	Principal, Counselors and Teachers

**School Goals for Improving Student Achievement
Diegueño Middle School
2008-09 SPSA**

SCHOOL GOAL #4:

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

School-wide objective: To increase the number of students scoring at proficient or above on CST History test by 8% by 2010 with an increase of at least 5% by 2009 as measured by the 2009 CST results.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of Economically Disadvantaged students scoring at the proficient level for CST-History from 18% to 23% or better as measured by the results of the 2008 STAR test. .	2008 CST scores.	Analyze 2008 CST results to Identify students in sub groups scoring Basic, Below Basic, Far Below Basic on the Math	August, 2008	Principal, Counselor, Social Science teachers, SPED Teachers, Title I Coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-History from 0% to 5% as measured by the results of the 2008 STAR test.	Benchmark test scores	Create first and second semester benchmark testing.	2008 school year - first and second semester	Social Science Department
To increase the percentage of Special Education students scoring at the proficient level for CST-History from 19% to 24% as measured by the results of the 2008 STAR test.		Analyze benchmark data to identify strengths and weaknesses	Ongoing	Admin, Social Science Department
		Make a plan for improvement in areas of weakness as identified on benchmark data	Ongoing	Social Science Department

**School Goals for Improving Student Achievement
Diegueño Middle School
2008-09 SPSA**

SCHOOL GOAL #5:

To provide a safe and drug-free school environment for all students to be successful academically and socially

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
A school safety and emergency procedure plan will be created and updated yearly; site Safety Committee to meet monthly per sign-in sheet and agenda.	<ul style="list-style-type: none"> - Survey all staff each month to give safety ideas/violations to the Safety Committee - Regular emergency drills and evaluations, students and staff discussion and input, yearly update of safety and emergency plan, monthly site and district safety meetings. 	<ul style="list-style-type: none"> Create and handout School site safety plan Attend monthly Safety Committee meetings on site/DO. 	<ul style="list-style-type: none"> August 2008 Ongoing and monthly 	<ul style="list-style-type: none"> Assistant Principal and Safety Committee Safety Committee staff members/Assistant Principal
Continue to promote the "Team Diegueño" school-wide approach to an anti-bullying, drug-free, safe environment for all students and staff. Increase the number of students feeling safe/connected based on the Healthy Kids Survey.	- Healthy kids survey results	Character Counts	Ongoing	Principal, Assistant Principal, Counselors, Teachers/School Staff
Continue to review the results of the Healthy Kids Survey and implement strategies and programs to provide a safe environment for all students.	- Reduced number of suspensions, fights, harassment issues, increased academic success as measured by classroom assessments and school-wide assessments and increased participation by students in school activities)	ASB/Peer Mediator events	Ongoing	ASB and Peer Mediator Advisors, Admin, Counselors
		Teacher lessons presentation	Ongoing	Teachers
		Counselor interventions (groups, one to one student meetings)	Ongoing	Counselors
		Cougar Camp Assistant Principal Discipline	August - September 2008	Admin, Teachers, Counselors

VII. Categorical Funding/Budget

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

Categorical Planning
Dieguno Middle School
2008-2009 SY

DNO MS

Title I - 2008-2009 Estimated Total = \$140,059.00

➤ **Certificated sections**

- Emily Coulter - .2 Math Support (\$21,101)
- Anna Garfinkle - .2 Math Support (\$24,944)
- Linda Huston - .2 Read 180 (\$22,892)
- Rachel Rodas - .4 Title 1 coordinator (\$45,784) (.2 EIA see below 22,892)

SUB TOTAL Certificated = \$114,727

➤ **Title I Aides**

- Patricia Salinas 50% \$5,643
- Ron Barrios 100% \$13,281

SUB TOTAL Classified = \$18,924

TOTAL TITLE 1 = \$133,651

Balance \$ 6,408

ELAP - 2008-2009 Estimated=Total \$16,631

- 1 Bilingual Aide
- Patricia Salinas = \$5,643

TOTAL ELAP =\$5,645

Balance \$10,988

EIA - 2008-2009 Estimated = Total \$27,793

- Marisela Dutra \$8,867
- Rachel Rodas \$22,892

Sub Total Certificated = \$31,759

Balance \$-3,966

Library Grant - 2008-2009 = Total \$ 4,515

GATE- \$23,517

SIP - Total \$ 42,344

**VIII. School Site Council Membership
Diegueño Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna Garfinkel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sally Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lil Locke	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bambi Step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adrienne St. George	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Shockney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jameson Burke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elana Cates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	1	1	3

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

The Single Plan for Student Achievement

Earl Warren Middle School

School Name

37-68346-6061998

CDS Code

Date of this revision: December 2, 2008

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

Contact Person: Anna Pedroza
Position: Principal
Telephone Number: (858) 755-1558
Address: 155 Stevens Avenue
Solana Beach, CA 92075
E-mail Address: anna.pedroza@sduhsd.net

San Dieguito Union High School District

School District

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

**I. School Vision and Mission
Earl Warren Middle School**

Vision Statement

Earl Warren Middle School will continue to be a leading school in the State of California by providing a rigorous and challenging curriculum that prepares all students to be academically successful throughout their educational career.

Mission Statement

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

II. School Profile

Earl Warren Middle School

All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality, healthful life style.

English classes are focused on teaching the California State Language Arts Standards in the areas of reading, writing, listening and speaking. The courses in this department include English 7, English 7 Honors, English 8, and English 8 Honors. The curriculum includes study of both fictional and expository reading and writing and centers on a central theme at each grade level. At the 7th grade level students examine A Search for Identity through the following novels: The Giver, Animal Farm, The Outsiders, A Midsummer Night's Dream and The Pearl. In 8th grade students explore A Search for Justice with the following novels or works: Flowers for Algernon, The Martian Chronicles, The Diary of Anne Frank, To Kill a Mockingbird and Twelfth Night.

Earl Warren's innovative math department offers both a traditional and honors curriculum for math students in grades seven and eight. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction, and they collaborate frequently. All courses are based on the California Content Standards. Courses include Algebra Readiness, Algebra 1A, Pre-Algebra, Pre-Algebra Essentials, Algebra, Honors Pre-Algebra, Honors Algebra, and Honors Geometry. Successful instruction of standards-based curriculum is evident, for example, 71% of our eighth grade students scoring "proficient" or higher on the California State Standards Test in Algebra. Support classes in pre-algebra provide a valuable resource to struggling math students.

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

Earl Warren's science department offers a life science curriculum to seventh grade students and physical science curriculum to eighth graders. Both courses utilize lectures, demonstrations, textbooks, laboratory exercises, and other visual aids to give the students a basic background in the field of life and physical science. The courses also coach students in lab skills, including predicting, collecting, and analyzing data, and increase student's scientific knowledge base while also fostering science literacy.

English Language Learners are placed in English language development and sheltered classes based on their language proficiency level as measured on the California English Language Development Test (CELDT). The ELD class uses English Language Development lessons that are designed to promote the EL students' acquisition of listening and speaking, reading and writing skills. Materials such as High Point, Project WRITE and other supplemental materials are used. EL students also receive meaningful access to the core curriculum in their content classes. Teachers use SDAIE strategies that teach their content area and bring students to their grade level in the different areas of the curriculum.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education. The electives include art, band, digital arts, 1st and 2nd year Japanese, 1st and 2nd year Spanish, and yearbook. Choices in Physical Education including Adapted Physical Education, Independent Study Physical Education, skate, and surf. Earl Warren also has a leadership class made up of elected student officers and representatives of various student groups.

The Counseling Department is pleased to offer a variety of services that address academic, social and emotional issues in order to help students reach their full potential. The purpose of Student Success Services (SSS) is to identify and support students who are dealing with issues that may be interfering with learning. The SSS core team is comprised of the Assistant Principal, counselors, nurse, school psychologist, Special Education Department Chair and teachers. The team meets once a week to discuss students who are struggling academically, socially, or emotionally. Students are referred to the core team by staff, parents, or teachers. The team decides on the plan of action, and follows up with the student regularly until they are satisfied with the student's improvement.

ITEM 17

The Counseling Department also offers support groups, led by a counselor who meets with a group of six to twelve students on a weekly basis for 6-9 weeks to discuss age appropriate issues. Counselors run groups pertaining to study skills, family issues, boys' issues, and anger management, and drug/alcohol problems.

Having a Voice (HAV) is a leadership program for students who are underrepresented at EWMS. The goal of HAV is to encourage school success, teach effective communication skills and empower students to be a positive model for change. Students meet once a week during lunch and SSR to discuss issues and share experiences in a safe environment.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual needs. Academic support electives, after school Homework Office Hours, and Academic Saturday Support School provide students with additional means of achieving academic success and access to standards-based curriculum.

A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. The Direct Writing Test is given each year to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Test in English, math, science and history measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. The "E-option" provides all students and parents with daily communication through e-mail.

Providing a safe campus for students is a priority for the entire staff. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities such as Beyond Diversity and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered annually and the results are the focus of all staff during the year.

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 7	81.0	85.0	84.0	87.0
Grade 8	71.0	79.0	75.0	79.0
General Mathematics (6 & 7 Standards)				
Grade 7	81.0	83.0	82%	84.0
Algebra I				
All Grades	88.0	89.0	83.0	72.0
Grade 7				100.0
Grade 8	88.0	89.0	83.0	71.0
Geometry				
Grade 8	100.0	100.0	N/A	100.0
Science (Life Science)				
Grade 8	N/A	70.0	75.0	89.0
History				
Grade 8	69.0	72.0	70.0	75.0

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	867	10	9	Yes
2006	885	10	10	Yes
2007	905	10	8	Yes
2008	924			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino			730	
Pacific Islander				
White	916	934	934	942
Socioeconomically Disadvantaged				
English Learners	--			
Students with Disabilities	--			

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	451	443	485	378	373	403	--	--	--	31	29	42
Percent At or Above Proficient	82.4	79.8	83.3	87.9	87.1	86.9	--	--	--	93.9	85.3	97.7
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	99	100	100	100	100	100	99	99	100	98
Number At or Above Proficient	35	33	32	20	18	16	23	25	15	33	29	34
Percent At or Above Proficient	46.1	39.3	47.8	41.7	34.0	35.6	41.8	36.8	30.0	42.3	40.3	45.9
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	--	Yes	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	99	99	100	100	99	100	100	100	100	98	100
Number At or Above Proficient	431	429	433	356	353	358	--	--	--	31	28	40
Percent At or Above Proficient	78.9	77.7	74.7	83.0	82.7	77.5	--	--	--	93.9	84.8	93.0
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	99	99	100	100	100	100	99	99	98	100	97
Number At or Above Proficient	36	40	29	18	24	16	22	30	19	30	19	23
Percent At or Above Proficient	47.4	48.2	43.3	37.5	45.3	35.6	40.0	44.8	38.0	39.0	26.4	31.5
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	--	Yes	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7					1	< 1%					1
8	2	11	6	32	9	47	1	5	1	5	19
Total	2	10	6	30	10	50	1	5	1	5	20

IV. Student Performance Data and Summary Earl Warren Middle School

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of measuring the academic performance and growth of schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need assistance. Earl Warren's API in 2008 was 924 (out of 1000). This is an increase of 24 points compared to last year's API. Approximately 99% of students took the test, which did meet the state's required participation of 95%.

Adequate Yearly Progress (AYP) School Report

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

- Requirement 1: Participation Rate (95% or greater)
- Requirement 2: Proficiency in English-Language Arts and Math
- Requirement 3: API (>560)
- Requirement 4: Graduation rates (high school only)

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

At the high school level, proficiency is measured by student performance on the California High School Exit Exam (grade 10 only) and the California Performance Assessment (CAPA).

Although all schools and districts in the state receive annual AYP determinations, only schools and districts receiving Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

State Standards-Based Testing (STAR)

The Cat-6 is a national test that helps us measure how well our students are learning compared to other students nationally. The test is given to all 7th grade students.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing written samples, and group evaluations. A Direct Writing Assessment is administered annually to 8th grade students. In addition, math placements tests are used to ensure appropriate placement of all students.

Progress reports are given to students quarterly. Every five weeks, notification is sent to all students working at a D or F level. Parents have access to student grades on the Aries computer system. Additionally, teachers utilize a variety of communication methods to keep students and parents up-to-date on student achievement, such as emails and websites.

Conclusions from Student Performance Data

A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency.

**V. Summary of Progress Made on 2006-07 Goals
Earl Warren Middle School**

Goal #1 (English-Language Arts):

To increase the number of students scoring at Proficient on the California Standards Tests/ English/Language Arts

CST ELA	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	63	49	52	45	51	47
% Proficient	24	30	32	30	34	32
% Basic	9	13	10	17	11	14
% Below Basic	3	4	5	4	3	4
% Far Below Basic	1	4	1	4	3	3

Progress/Results:

Earl Warren Middle School has focused on increasing the number and percentage of students scoring in the Proficient and Advanced range (the state benchmark level) for the past several years. In 2008 the percentage of students who scored at the proficient level or higher was at 83.3 which an increase of 3.5% over the 2007 results. This increase in the number of students at the proficient and above level was seen in both the 7th grade results where 87% of the students met the state benchmark (a 3% increase over 2007) and the 8th grade where 79% of the students met the state benchmark (a 4% increase over 2007).

Although the school realized an increase in the percentage of students meeting the proficient or above benchmark, an analysis of the school's subgroups (none of which are considered statistically significant by the state) indicates that more work needs to be done to support all students. Specifically 30% of the students in the socioeconomically disadvantaged met the state benchmark; this represents a drop of 6.8% over the 2007 results (it should also be noted that the enrollment of socioeconomically disadvantage students declined in number by 40%). The English Learner subgroup achieved a 1.6% increase in the proficient benchmark by having 35.6% of this subgroup achieve a proficient or above score. Students with disabilities achieved a 5.6% increase over the 2007 results by attaining a 45.8% rate of proficiency.

In making a judgment about how well the school met the above goals it is important to realize that the goal did not include specific language about its measurability. Overall the school did meet the goal yet there is work still to be done with all of the subgroups when you compare them with the overall school results.

Goal #2 (Mathematics)

To increase the number of students scoring Proficient on the California Standards Tests/Mathematics

CST Math 7	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	49	N/A	51	N/A	43	N/A
% Proficient	35	N/A	31	N/A	40	N/A
% Basic	11	N/A	9	N/A	9	N/A
% Below Basic	3	N/A	6	N/A	5	N/A
% Far Below Basic	1	N/A	2	N/A	2	N/A

Progress/Results:

The data below indicates that all students enrolled in 7th grade pre-algebra met the math goal identified above. A similar goal will be in place for next year however it will be written with concrete language as to the measurability of the goal.

<u>Math Class 2008</u>	<u>% meeting benchmark 2007</u>	<u>% meeting benchmark</u>	<u>%</u>	<u>increase/(decrease) over 2007</u>
CST Math	84%	82%		+2%

ITEM 17

CST Gen. Math 8 (Pre-Alg 2)	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	2	N/A	0	N/A	5
% Proficient	N/A	14	N/A	24	N/A	40
% Basic	N/A	45	N/A	37	N/A	29
% Below Basic	N/A	25	N/A	31	N/A	14
% Far Below Basic	N/A	14	N/A	8	N/A	12

Progress/Results:

The data below indicates that all students enrolled in 8th Grade General Math did not meet the math goal identified above. It should be noted that this decline in students meeting the state benchmark is due in part to consciously pushing more students in to higher level grade appropriate classes (i.e., Algebra I). A similar goal will be in place for next year however it will be written with concrete language as to the measurability of the goal.

<u>Math Class</u>	<u>2008% meeting benchmark</u>	<u>2007% meeting benchmark</u>	<u>% increase/(decrease) over 2007</u>
General Math	16%	24%	(8%)

CST Algebra I	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	94	31	*	29		53
% Proficient	6	40	*	54		36
% Basic	0	24	*	14		10
% Below Basic	0	5	*	3		1
% Far Below Basic	0	0	*	0		1

Progress/Results:

The data below indicates that all students enrolled in 8th Grade General Math did not meet the math goal identified above. It should be noted that this decline in students meeting the state benchmark is due in part to consciously pushing more students in to Algebra I. A similar goal will be in place for next year however it will be written with concrete language as to the measurability of the goal.

<u>Math Class</u>	<u>2008% meeting benchmark</u>	<u>2007% meeting benchmark</u>	<u>% increase/(decrease) over 2007</u>
Algebra I	71%	83%	(12%)

CST Geometry	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	91	N/A	*	N/A	100
% Proficient	N/A	9	N/A	*	N/A	0
% Basic	N/A	0	N/A	*	N/A	0
% Below Basic	N/A	0	N/A	*	N/A	0
% Far Below Basic	N/A	0	N/A	*	N/A	0

Progress/Results:

The data below indicates that all students enrolled in Geometry met the math goal identified above. A similar goal will be in place for next year however it will be written with concrete language as to the measurability of the goal.

<u>Math Class</u>	<u>2008% meeting benchmark</u>	<u>2007% meeting benchmark</u>	<u>% increase/(decrease) over 2007</u>
Geometry	100%	N/A	N/A

Goal #3 (Science):

Science goals were not previously included in the SPSA.

CST Science	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	72	N/A	51	N/A	46
% Proficient	N/A	17	N/A	24	N/A	24
% Basic	N/A	6	N/A	13	N/A	14
% Below Basic	N/A	3	N/A	10	N/A	11
% Far Below Basic	N/A	3	N/A	1	N/A	5

Goal #4 (History/Social-Science):

Social Science goals were not previously included in the SPSA.

CST History-SS	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	56	N/A	47	N/A	52
% Proficient	N/A	19	N/A	23	N/A	20
% Basic	N/A	15	N/A	17	N/A	15
% Below Basic	N/A	6	N/A	8	N/A	6
% Far Below Basic	N/A	4	N/A	5	N/A	7

Goal #5 (Students Feeling Safe at School):

To increased the percentage of students who report feeling safe and connected to school

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Feel Safe at School						
Feel Like a Part of School						

Progress/Results:

In past years Earl Warren Middle School has used the Healthy Kids Survey to ascertain its progress on the above goal. The school was not able to use this survey for the 2007-2008 school year and so we do not have data to support any conclusions on meeting this goal. This year Earl Warren students will take the Healthy Kids Survey and the school will have data to evaluate the its progress in creating programs and support systems that both connects students to school and creates a safe and secure learning environment. The school leadership in concert with the counseling department will also be working on a school created survey that we can use in years (the Healthy Kids Survey is given once every two years) when we are not on the implementation cycle for the Healthy Kids Survey.

**VI. Planned Improvements in Student Performance (Goals)
Earl Warren Middle School
2008-09**

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

**School Goals for Improving Student Achievement
Earl Warren Middle School
2008-09 SPSA**

SCHOOL GOAL #1:

To increase the number of students scoring at Proficient or above on the California Standards Test in English Language Arts

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the number of 7th grade students scoring at the proficient level on the CST English Language Arts by 3% or better as measured on the 2009 STAR test.	English Language Arts CST results in August 2008	Identify target students, their special needs and available resources on one comprehensive list (i.e. IEP, 504, ELD, AVID, Breakfast Club, support groups, STAR scores).	As soon as practicable	Principal, Counselors
To increase the number of 8th grade students scoring at the proficient level on the CST English Language Arts by 3% or better as measured on the 2009 STAR test.	Semester and Yearend Benchmark assessments	Monitor grades and progress of identified students with weekly or bi-weekly progress reports and/or Aeries updates.	Meet with students and/or parents as needed	Principal, English Department, Counselors
To increase the percentage of economically disadvantaged 8th grade students scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (41%).	Periodic, ongoing, standards-skills based assessments, used to identify strengths and weaknesses and target areas for reteaching and inform curriculum direction.	Provide support programs for students before, during and after school and encourage participation by target students.	Ongoing	English Teachers
To increase the percentage of 8th grade English Language Learners scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (26%).	STAR writing assessment for 7th grade. Direct writing Assessment for 8th grade.	Create and implement on-going standards-based assessments, and review results.	Ongoing beginning with October department meeting	English Teachers
To increase the percentage of 8th grade Special Education students scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (44%).	Classroom English grades	Monitor with check-off log standards taught. Daily.	Daily	English Teachers
To increase the percentage of all 8th grade students scoring at the Proficient or Advanced level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (84%).	Reading grade-level increases through Read 180 class.	Adequately prepare students for, and administer, semester and year-end benchmark assessments	semester and end of year	English Teachers
		Review benchmark results and adjust curriculum.	January 09 - June 09	

**School Goals for Improving Student Achievement
Earl Warren Middle School
2008-09 SPSA**

**SCHOOL GOAL #2:
To increase the performance of the students on the Mathematics CST**

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase at least one performance level for 5% of the students at each performance level on the Mathematics CST.	Math CST results – August, 2007	Complete the creation of the benchmark questions by January 13, 2009	January 13, 2009	Principal, Assistant Principal, and Teachers
To increase at least one performance level for 5% of the economically disadvantaged students at each performance level on the Mathematics CST.	Administer two benchmark tests, one at the end of the first semester, the other at the end of March 2009.	Administer the first benchmark test by January 23, 2009.	January 23, 2009	Teachers
To increase at least one performance level for 5% of the English language learners at each performance level on the Mathematics CST.	There will be one test for Pre-Algebra, another test for Algebra, and General Mathematics test for students in Algebra 1A and Algebra Readiness.	Math teachers meet by February 6, 2009 to collaborate & plan lessons based on the results of the first benchmark.	Math teachers meet by February 6, 2009	Principal, Assistant Principal, and Teachers
To increase at least one performance level for 5% of the special education students at each performance level on the Mathematics CST.	Teachers will use these benchmark questions to plan lessons for remediation and/or re-teaching of concepts.	Administer the second benchmark test by March 23, 2009.	March 23, 2009	Teachers
		Math teachers meet by April 3, 2009 to collaborate & plan lessons based on the results of the second benchmark.	Math teachers meet by April 3, 2009	Principal, Assistant Principal, and Teachers

**School Goals for Improving Student Achievement
Earl Warren Middle School
2008-09 SPSA**

SCHOOL GOAL #3:

To increase the number of 8th grade science students scoring proficient and advanced as measured by 8th grade physical science CST performance

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
In increase the percentage of economically disadvantaged students, EL students and special education students scoring at the proficient level on the 2009 physical science CST by 3%.	8th grade 2009 physical science CST results.	Create, implement and revise common science assessment	Ongoing	Science Department
	Monitor D/F students every 6 weeks.	Identify students scoring basic, below basic and far below basic on 7th grade English and math CSTs	October 2008	Principal, Science Department, Counselor
	Utilize ongoing common formative assessment results to monitor improvement.	Support and provide professional development in support of this goal	Ongoing	Administration, Science Department
		Support, develop and implement intervention strategies for under-performing students	Ongoing	Administration, Science Department

**School Goals for Improving Student Achievement
Earl Warren Middle School
2008-09 SPSA**

SCHOOL GOAL #4:

To increase the number of students scoring Proficient and Advanced on the CST- History

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Increase the percentage of students scoring Proficient by 5% over 2008 results.	History-SS CST Results – Aug 2009	7th and 8th Unit Tests will include review questions from previous content.	Spring 2009	History Teachers
Increase the percentage of students scoring the Basic Level by 3% over 2008 results .	Monitor grades every 6 weeks and after Unit Benchmark Tests.	Develop intervention strategies that will use Unit Benchmark Tests to target support for under-performing students		History Teachers w/Administrator support
Increase the average percent correct in 8th grade content clusters by 10% over 2008 results.	Develop methods of using end-of-unit Benchmark assessments to identify at-risk students and guide targeted instruction for attainment of essential standards.	Identify current 8th grade students at risk of scoring below Proficient using 2007 Language Arts CST scores; Track these students' performance on Unit Benchmark Assessments to target for intervention.	Fall 2008	Administration w/History teacher implementation
		8th grade team to plan structuring units to cover later content more completely and thoroughly.	end of first semester	History Teachers w/Administrative Support.

**School Goals for Improving Student Achievement
Earl Warren Middle School
2008-09 SPSA**

SCHOOL GOAL #5:

To increase the percentage of students who report feeling safe and connected to school

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
The percentage of students feeling safe at school will be 80% or higher as measured by the Healthy Kids Survey.	Administer Healthy Kids Survey.	Introduce Character Counts curriculum.	August 08	Assistant Principal, ASB teachers
The percentage of students who report feeling connected to Earl Warren Middle school will be 80% or higher as measured by the Healthy Kids Survey.	Increase the number of clubs.	Schedule anti-bullying assemblies.	December 08	Principal, Assistant Principal, Counselor.
	Increase the number of after school activities.			

VII. School Site Council Membership

Earl Warren Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anna Pedroza	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Lewis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Casseiopeia Guthrie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samantha Greenstein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pandora Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bob Rombach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancie Hochberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cassidy McCombs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kaitlin Kay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	1	4	1

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

VIII. Programs Included in this Plan Earl Warren Middle School

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$21,641
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$27,287
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$2,076
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education	\$8,069
Total amount of state categorical funds allocated to this school	\$59,046

ITEM 17

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$105,039
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school	\$105,039

Total amount of state and federal categorical funds allocated to this school	\$164,085
---	------------------

**Recommendations and Assurances
Earl Warren Middle School**

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: .

Attested:

Anna Pedroza		
Typed name of school principal	Signature of school principal	Date
Stephanie Lewis		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

The Single Plan for Student Achievement

Oak Crest Middle School

School Name

37-68346-6059737

CDS Code

Date of this revision: October 30, 2008

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

Contact Person: Terry Calen
Position: Principal
Telephone Number: (760) 753-6241
Address: 675 Balour Drive
Encinitas, CA 92024
E-mail Address: terry.calen@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Oak Crest Middle School

Vision Statement

Oak Crest Middle School aspires to be a dynamic and vibrant Learning Center where the development of the whole child is our focus. Through reflection and improvement, we strive to enrich our students and the diverse community that we feel privileged to serve.

Value Statements

Oak Crest Middle School Believes....

- in a caring atmosphere that allows all students, parents and staff to feel valued, welcome and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- the professionalism of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens our work and is honored and respected in all aspects of school life.
- in open and effective communication and an inclusive decision-making process that encourages active participation of all members of the school community.
- that all students should be challenged to meet high standards with the expectation of academic excellence.

Mission Statement

Oak Crest Middle School provides its students opportunities for academic, physical and social growth by setting high academic and behavioral expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration.

II. School Profile

Oak Crest Middle School

Oak Crest Middle School provides its students opportunities for academic, physical and social growth by setting high academic and behavioral expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration. Each teacher not only focuses on teaching the essential standards for that subject area, they also care and help nurture our students through social and emotional growth that adolescents struggle with during this critical time.

We offer a language arts program that is aligned with the California Content Standards, and place special emphasis on reading and writing. Our writing program follows a district plan of teaching a sequence of writing types in each grade level which builds writing proficiency; 7th grade autobiographical incident, evaluation and persuasion, observation, short story; 8th grade - problem solution, speculation about cause and effect, report of information, first hand biography. Oral communication strategies include a 7th grade speech unit, speech contests, oral reports, interviewing techniques, panel discussions, debates, oral exams and class/small group discussion. Each student tracks the number of words he or she reads weekly through our Catch a Million Words program. Using the themes "searching for identity" in seventh grade and "searching for justice" in eighth grade, teachers integrate studies of literature and expository texts into a focus on critical thinking skills, research, and narrative and analytical writing.

Oak Crest students who score below proficient on their previous years CST in English Language Arts are assessed on their reading level during the first couple of weeks of school for proper placement. Students who score below grade level on this reading assessment are given READ 180 as their elective. English learners are also tested on their English reading, writing and speaking levels. Staff was trained on the use of the High Point English acquisition program for our English learners. English teachers have developed benchmark assessments that measure student's competency on the California standards in English. The results of these assessments are used to plan reteach and remediation action plans for those students not achieving proficiency. All students are also given the Direct Writing Assessment in February to measure the student's writing skills.

All incoming sixth graders are administered the UCSD Pre-Algebra Readiness exam in the Spring of their 6th grade year to help with proper placement in our 7th grade math programs. Our math program is aligned with the California Content Standards. We assign students in seventh grade to either a Pre-Algebra Honors class, a Pre-Algebra class or a Pre-Algebra Essentials class. Eighth grade students take either Algebra Honors, Algebra or Algebra Readiness. Our students successfully compete in the Math Counts and Math Field Day competitions among area middle schools. Successful instruction of standards-based math curriculum is evident based on the 85% of our 8th grade students scoring "proficient" or higher on the CST test in Algebra.

Oak Crest uses the district-adopted science curriculum, which is aligned to the California Content Standards. Our seventh graders study life science, and eighth graders study physical science. Both courses offer hands-on and lab-based activities in a structured environment and include field trip experiences. Students have the opportunity to compete in the San Diego County Engineering Fair and the San Diego County Invention Showcase. Benchmark assessments are currently being written that are aligned with the California content standards for science. Last year 77% of our 8th grade science students scored proficient or higher on the CST science exam.

Our social science program is aligned with the California Content Standards. Seventh graders study world history and geography, and eighth graders study American history. Each year we hold two History Festival Days where students display their projects based on themes they've learned throughout the school year. Last year 69% of our 8th graders scored "proficient" or higher on the CST history test. Benchmark assessments are currently being used in the 7th grade course and are being written for the 8th grade course.

Oak Crest offers a wide range of academic and support programs for our English language learners. From ELD 1,2,and 3, to sheltered math, science, and history to AVID, students are given the level of support based on their needs and score on the CELDT assessment given annually. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting their student's eventual transition into the mainstream classes. We also assign qualified and trained instructional aides to assist in these classes.

Oak Crest also provides support programs for at-risk students in Math and Reading. These elective classes are designed to reteach important concepts and reinforce skill sets necessary for students to be successful in their core academic subjects. Students are placed in these support classes based on their SRI reading scores, and CST math scores in the 5th ,6th and 7th grades.

ITEM 17

Students with Individualized Educational Plans are supported through a wide range of levels of support service. From team teaching in mainstreamed classes, to core special day classes, or our TAPS program, students are placed based on their individual needs. We have a team of three full-time teachers supported by two instructional assistants who provide the support necessary for special needs students to succeed. An on site Speech and Language Specialist and Psychologist are also part of the IEP team.

Teachers use a variety of assessment tools in their classrooms throughout the year including writing samples, projects, oral and written reports and chapter and unit exams. Progress reports are sent home every six weeks and teachers meet as a staff in grade level groups regularly to discuss students who need additional support such as re-teach classes, or after-school homework assistance. We encourage parents to contact teachers or counselors if they feel their student is in need of additional assistance.

Oak Crest has high standards for student behavior and enforces school rules consistently and fairly using progressive discipline from detention, in-school suspension, Saturday schools and home suspension. Oak Crest has adopted the "Character Counts" program that focuses on emphasizing six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.) Students are nominated by their teachers for demonstrating one or more of these pillars and one student per week is recognized on our live TV broadcast on Fridays. Students are informed of school rules and discipline policies through assemblies, teacher-posted policies and student agendas. Support groups, Round Table, conflict management sessions and the 12 student member Principal's Council are some of the ways we reduce student conflicts. We maintain a strict zero-tolerance policy for any violation that endangers the safety of others.

Parents are involved in many ways at Oak Crest. They are members of our Site Council, Technology Committee, Safety Committee, English Learner Advisory Committee (ELAC) and, of course, our Oak Crest Parent Foundation. The foundation has over 250 members with over 100 parent volunteers who help in many school activities such as schedule distribution, student picture day, magazine sales, testing week, Spirit Day and Wave Camp. The Foundation also provides valuable funds to support curricular programs with mini grants to teachers and large grant requests by the principal. The support these parents have provided to us has been invaluable.

III. Student Performance Data

**STAR/CST Results
By Grade Level**

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 7	76.0	66.0	78.0	70.0
Grade 8	69.0	68.0	68.0	70.0
General Mathematics (6 & 7 Standards)				
Grade 7	63.0	66.0	68	68.0
Algebra I				
All Grades	81.0	86.0	88.0	85.0
Grade 7				
Grade 8	81.0	86.0	88.0	85.0
Geometry				
Grade 8				
Science (Life Science)				
Grade 8	N/A	74.0	74.0	77.0
History				
Grade 8	66.0	73.0	68.0	69.0

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	826	10	5	Yes
2006	851	10	7	Yes
2007	865	N/A	N/A	Yes
2008	859			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino	715	688	710	699
Pacific Islander				
White	885	894	902	899
Socioeconomically Disadvantaged	684	653	688	691
English Learners	--			
Students with Disabilities	--			

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	98	99	100	98	100	100	100	100	100	100
Number At or Above Proficient	645	657	648	531	536	515	5	--	--	35	38	38
Percent At or Above Proficient	68.3	74.3	72.1	76.6	83.1	79.8	38.5	--	--	94.6	95.0	95.0
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	97	100	100	96	100	100	97	100	99	83
Number At or Above Proficient	66	66	72	43	41	41	48	52	52	14	23	19
Percent At or Above Proficient	35.5	38.2	39.3	30.7	31.3	32.8	30.8	37.1	36.4	20.6	31.1	29.2
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	--	--	No	Yes	Yes	Yes	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	98
Number At or Above Proficient	622	595	632	510	483	504	6	--	--	35	36	37
Percent At or Above Proficient	65.9	67.3	69.5	73.5	74.8	77.3	46.2	--	--	94.6	90.0	94.9
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	99	100	100	99	99	100	100	100	100	98
Number At or Above Proficient	62	60	69	40	39	39	45	47	49	19	17	22
Percent At or Above Proficient	33.5	34.9	36.7	28.6	29.8	30.2	29.0	33.6	33.1	27.9	22.7	28.2
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	No	--	--	No	Yes	Yes	No	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
7												
8	5	13	21	55	11	29			1	3		38
Total	5	13	21	55	11	29			1	3		38

**IV. Student Performance Data and Summary
Oak Crest Middle School**

See details in “IV. Summary of Progress Made 2007-2008 Goals”

**V. Summary of Progress Made on 2007-2008 Goals
Oak Crest Middle School**

Goal #1 (English-Language Arts):

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

Economically Disadvantage from 37% to 40%

- 7th grade did not meet goal: 31%
- 8th grade did not meet goal: 38%

English Language Learners from 31% to 38%

- 7th grade did not meet goal: 14%
- 8th grade did not meet goal: 14%

Special Education Students from 31% to 38%

- 7th grade did not meet goal: 22%
- 8th grade did not meet goal: 9%

Hispanic/Latino from 38% to 45%

- 7th grade did not meet goal: 35%
- 8th grade did not meet goal: 39%

CST ELA	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	43	40	42	34	37	37
% Proficient	27	30	36	34	29	31
% Basic	17	14	11	21	19	23
% Below Basic	7	11	9	8	9	5
% Far Below Basic	6	5	2	3	6	4

Progress/Results:

Analyzing the CST scores for English language arts shows a modest decline in percent proficient or above from the previous year for 7th grade but a slight increase for 8th grade. Goals were not met for most of the subgroups, however in hindsight some of those goals were quite optimistic. The English Department believes the 2008-2009 goals are more realistic. This data has refocused the department on course alignment and benchmark assessment writing. Collaboration time is provided to the department to work on common assignments, grading rubrics and writing benchmark assessments in each course. Support programs like READ 180 sometimes take a few years to show benefits in students' scores and success in their classes. We continue to identify students who are below grade level in reading and need remediation. We offer 4 classes of READ 180 this year.

Goal #2 (Mathematics)

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

Economically Disadvantage from 33% to 40%

- 7th grade did not met goal: 30%
- 8th grade did not meet goal: 16%
- 8th grade Algebra: 84%

English Language Learners from 29% to 36%

- 7th grade did not meet goal: 12%
- 8th grade did not meet goal: 17%
- 8th grade Algebra: 100%

Special Education Students from 22% to 36%

- 7th grade did not meet goal: 24%
- 8th grade Algebra did not meet goal: 0%

Hispanic/Latino from 34% to 40%

- 7th grade did not meet goal: 32%
- 8th grade did not meet goal: 33%
- 8th grade Algebra: 71%

CST Math 7	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	31	N/A	32	N/A	30	N/A
% Proficient	37	N/A	36	N/A	36	N/A
% Basic	15	N/A	19	N/A	16	N/A
% Below Basic	14	N/A	9	N/A	14	N/A
% Far Below Basic	3	N/A	4	N/A	4	N/A

Progress/Results:

Analyzing the data for 7th grade CST in math shows no change in the percent proficient or above from last year, however there was a downward shift in the number of students scoring basic to below basic. Over a three year period there has been a modest increase in the number of students scoring proficient or above. This year we are offering three classes of math support through the internet based program called Study Island. Students who have scored below basic on their last years CST in math have been enrolled in this class as their elective or take the class after school. Once again some of last years goals were a bit optimistic but the department feels with the addition of Study Island more students will be able to move from the below basic quintile up to proficient or above.

CST Gen. Math 8 (Pre-Alg 2)	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	5	N/A	4	N/A	4
% Proficient	N/A	32	N/A	29	N/A	30
% Basic	N/A	29	N/A	39	N/A	35
% Below Basic	N/A	26	N/A	22	N/A	24
% Far Below Basic	N/A	8	N/A	7	N/A	6

Progress/Results:

Analyzing the data for CST general math shows no significant change from the previous 2 years. One explanation is that the course that these students take is a pre-algebra course designed to prepare them to be successful in Algebra. It is not a general math course. However this year we have identified 8th graders who are still struggling with basic math concepts and have given them the Study Island elective in addition to their Algebra Readiness math class. Also with the new book adoption this year the department feels that general math remediation is built into more lessons and chapters in the book. The department does collaborate on giving common assessments and writing benchmarks.

ITEM 17

CST Algebra I	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	*	31	*	30		36
% Proficient	*	54	*	58		50
% Basic	*	11	*	11		11
% Below Basic	*	3	*	1		2
% Far Below Basic	*	1	*	0		0

Progress/Results:

Analysis of the Algebra CST data shows a modest decline in the percentage of students scoring proficient or above, however, 85% is a very high percentage and every year we have had an increase in the number of 8th graders who are taking Algebra from only 48% in 2005 up to 64% in 2008. The department offers Algebra topics classes after school which is always full. The scores for the Hispanic/Latino subgroup are consistent with the general population, over 80% proficient or above.

Goal #3 (Science):

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

Economically Disadvantage from 39% to 45%

- 8th grade did not meet goal: 41%

English Language Learners from 18% to 25%

- 8th grade did not meet goal: 21%

Special Education Students from 38% to 45%

- 8th grade did not meet goal: 16%

Hispanic/Latino from 46% to 50%

- 8th grade did not meet goal: 42%

CST Science	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	56	N/A	50	N/A	50
% Proficient	N/A	21	N/A	24	N/A	24
% Basic	N/A	9	N/A	13	N/A	17
% Below Basic	N/A	6	N/A	7	N/A	6
% Far Below Basic	N/A	8	N/A	5	N/A	3

Progress/Results:

Science CST scores have shown an increase in percentage of students scoring proficient or above the past 3 years. Although the goals the department set last year for improvement in the scores of the subgroups were not met, all percentages improved with the exception of students with disabilities. The science department continues to collaborate on course consistency and writing benchmarks. This year the science department and special education department are working closely together to help students with disabilities achieve proficiency on the CST in science.

Goal #4 (History/Social-Science):

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

Economically Disadvantage from 37% to 40%

- 8th grade did not meet goal: 34%

ITEM 17

English Language Learners from 26% to 30%

- 8th grade did not met goal: 22%

Special Education Students from 23% to 30%

- 8th grade did not meet goal: 22%

Hispanic/Latino from 16% to 28%

- 8th grade did not meet goal: 39%

CST History-SS	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	42	N/A	34	N/A	44
% Proficient	N/A	27	N/A	34	N/A	29
% Basic	N/A	19	N/A	20	N/A	19
% Below Basic	N/A	8	N/A	8	N/A	5
% Far Below Basic	N/A	4	N/A	4	N/A	3

Progress/Results:

Analysis of CST data for History shows a very modest gain in percentage of students scoring proficient or above. This year the department is focusing on using their benchmark data to identify students who are below proficient on the units and provide re-teaching for them and re-testing on the units. They are also collaborating to align their courses have common assessments and write benchmarks for 8th grade.

Goal #5 (Students Feeling Safe at School):

To increase the number of students reporting on the Healthy Kids Survey that they feel connected and safe at school

Feel a part of the school from 83% to 90%

- Survey not given in 2008 but will be given in Spring, 2009

Feel happy at school from 86% to 90%

- Survey not given in 2008 but will be given in Spring, 2009

Feel safe at school from 88% to 95%

- Survey not given in 2008 but will be given in Spring, 2009

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Feel Safe at School			86	90	83	83
Feel Like a Part of School			82	85	78	78

Progress/Results:

No 2008 results

**VI. Planned Improvements in Student Performance (Goals)
Oak Crest Middle School
2008-09**

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

**School Goals for Improving Student Achievement
Oak Crest Middle School
2008-09 SPSA**

SCHOOL GOAL #1:

To increase the number of students scoring at proficient or above on the California Standards Tests - English Language Arts

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level or better for CST-English Language Arts from 32% to 40% as measured by the results of the 2009 STAR test.	English Language Arts CST results - August, 2009.	Provide READ 180 support program during the school day to students scoring Basic, Below Basic, Far Below Basic on the ELA/CST	2008/09 school year	Principal, Counselors, Title I Coordinator, Teachers, Department Chair.
To increase the percentage of English Language Learners scoring at the proficient level or better for CST-English Language Arts from 14% to 24% as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks.	Provide after school targeted tutoring programs to students scoring Basic, Below Basic, Far Below Basic on the ELA/CST	2008/09 school year	
To increase the percentage of Special Education students scoring at the proficient level or better for CST-English Language Arts from 22% to 37% as measured by the results of the 2009 STAR test.	Monitor Direct Writing Scores of 3 or lower - April 2009	Communicate with parents and students regarding support programs available both during the school day and after school.	2008/09 school year	
To increase the percentage of Hispanic or Latino students scoring at the proficient level or better for CST-English Language Arts from 35% to 39% as measured by the results of the 2009 STAR test.	Monitor Benchmark Assessment Results.	Provide each teacher a list of all students and their sub groups scoring below proficient on the CST ELA.		
To increase the percentage of all 7th grade students scoring at the proficient level or better for CST-English Language Arts from 70% to 75% as measured by the results of the 2009 STAR test.	Formative assessments in place in each subject and grade.	Staff development days used by English department to collaborate on alignment and benchmark assessments.	2 days per year	
To increase the percentage of all 8th grade students scoring at the proficient level or better for CST-English Language Arts from 70% to 75% as measured by the results of the 2009 STAR test.		Conference with parents and students if students get multiple Ds or Fs on progress report/report card	Every 6 week grading period	
To have in place formative assessments by grade level and subjects by 2010.		Submit formative assessments to Principal.		

ITEM 17

		Provide re-teach opportunities for students who score below proficient on benchmark assessments.		
--	--	--	--	--

**School Goals for Improving Student Achievement
Oak Crest Middle School
2008-09 SPSA**

SCHOOL GOAL #2:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level or better for CST-Math from 30% to 35% as measured by the results of the 2009 STAR test.	Math CST results - August, 2008.	Provide a more supportive classroom environment by using class size reduction in two of our entry level courses, Pre-Algebra Essentials and Algebra Readiness.	2008/09 school year	Principal, Counselors, Title 1 Coordinator, Department Chair, Teachers.
To increase the percentage of English Language Learners scoring at the proficient level or better for CST-Math from 12% to 25% as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks.	Establish an academic support class for 7th graders who scored below proficient on the CST Math by enrolling them in the Study Islands computer lab for one period during the school day.	2008/09 school year	
To increase the percentage of Special Education students scoring at the proficient level or better for CST-Math from 24% to 30% as measured by the results of the 2009 STAR test.	Monitor benchmark assessment scores quarterly.	Establish an academic support class for 8th graders scoring below proficient on the CST-Math by enrolling them in the Study Island computer lab for one period during the school day.	2008/09 school year	
To increase the percentage of Hispanic or Latino students scoring at the proficient level or better for CST-Math from 31% to 35% as measured by the results of the 2009 STAR test.	Submission of benchmark assessments to Principal.	Establish an academic support class after school for 7th and 8th graders who scored below proficient on the CST Math who are receiving other academic support during the school day by enrolling them in the Study Island computer lab for one period after school.	end of first six week grading period	
To increase the percentage of all 7th grade students scoring at the proficient level or better for CST-Math from 68% to 75% as measured by the results of the 2009 STAR test.		Be aware of those students in our classes who have scored below proficient on the CST-Math and encourage /assign them to attend Open Lunches, Academic Saturday School.	ongoing	

ITEM 17

To write common assessments to serve as benchmarks for Pre Algebra Essentials, Pre Algebra, Pre Algebra Honors, Algebra Readiness, Algebra 1, and Algebra Honors.		Communicate with parents and students regarding support programs available both during the school day and after school.	2008/09 school year	
		Provide each teacher a list of all students and their sub groups scoring below proficient on the CST Math.	September 2008	
		Staff development days used by Math department to collaborate on alignment and benchmark assessments.	2 days per year.	
		Conference with parents and students if students get multiple Ds or Fs on progress report/report card	Every 6 week grading period	
		Provide re-teach opportunities for students who score below proficient on benchmark assessments.		

SCHOOL GOAL #3:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level or better for CST-Science from 41% to 44% as measured by the results of the 2009 STAR test.	Science CST results - August, 2009.	Staff development days used by Science department to collaborate on alignment and benchmark assessments.	2 days per year	Principal, Counselors Title 1 Coordinator, Teachers, Department Chair.
To increase the percentage of English Language Learners scoring at the proficient level or better for CST-Science from 21% to 25% as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks.	Provide each teacher a list of all students and their sub groups scoring below proficient on the CST Math/English/Science.	September,2008	
To increase the percentage of Special Education students scoring at the proficient level or better for CST-Science from 16% to 38% as measured by the results of the 2009 STAR test.	Monitor benchmark assessment scores.	Provide re-teach opportunities for students who score below proficient on benchmark assessments.	ongoing	
To increase the percentage of Hispanic or Latino students scoring at the proficient level or better for CST-Science from 42% to 46% as measured by the results of the 2009 STAR test.	Submission of benchmarks to Principal.	Communicate with parents and students regarding support programs	ongoing	
To increase the percentage of all 8th grade students scoring at the proficient level or better for CST-Science from 77% to 80% as measured by the results of the 2009 STAR test.				
To have in place benchmarks for Life Science and Physical Science.			August, 2010	

**School Goals for Improving Student Achievement
Oak Crest Middle School
2008-09 SPSA**

SCHOOL GOAL #4:

To increase the number of students scoring at proficient or above on the California Standards Tests/History.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level or better for CST-Science from 34% to 37% as measured by the results of the 2009 STAR test.	History CST results - August, 2009.	Staff development days used by History department to collaborate on alignment and benchmark assessments.	2 days per year	Principal, Counselors Title I Coordinator, Teachers, Department Chairs
To increase the percentage of English Language Learners scoring at the proficient level or better for CST-History from 22% to 26% as measured by the results of the 2009 STAR test.	Monitor grades every 6 weeks.	Provide each teacher a list of all students and their sub groups scoring below proficient on the CST Math/English/History.	August, 2008	
To increase the percentage of Special Education students scoring at the proficient level or better for CST-History from 22% to 25% as measured by the results of the 2009 STAR test.	Monitor benchmark assessment scores.	Provide re-teach opportunities for students who score below proficient on benchmark assessments.	ongoing	
To increase the percentage of Hispanic or Latino students scoring at the proficient level or better for CST-History from 39% to 42% as measured by the results of the 2009 STAR test.	Submission of benchmarks to principal.	Communicate with parents and students regarding support programs -	ongoing	
To increase the percentage of all 8th grade students scoring at the proficient level or better for CST-History from 69% to 75% as measured by the results of the 2009 STAR test.				
Write common assessments to serve as benchmarks for World History and US History		Develop and implement common assessments for World and US History	August, 2010	

**School Goals for Improving Student Achievement
Oak Crest Middle School
2008-09 SPSA**

SCHOOL GOAL #5:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of students reporting they feel like part of school from 83% to 90%.	Monitor number of students participating in extra curricular programs including clubs.	Administer the UCSD Healthy Kids Survey	Jan 2009	PE Classes, Assistant Principal, Counselors, Title One Coordinator, Principal, Teachers, ASB Teacher, All staff.
To increase the percentage of students reporting that they are happy to be at school from 86% to 90%.	Monitor number of referrals to counselors and AP related to harassment, relational, and physical aggression and bullying.	Increase communication about extra curricular activities available to students.	ongoing	ASB class
To increase the percentage of students reporting that they feel safe at school from 88% to 95%	Monitor number of students participating in community service opportunities.	Schedule assemblies focusing on anti-bully and anti harassment.	2008-2009 school year	ASB Advisor, administration
To decrease the percentage of students reporting relational aggression from 40% to 20%	Monitor number of bully box referrals	Continue Principal's Council.	ongoing	Principal
		Promote and recruit more students participating in support groups, round table, and having a voice.	ongoing	counselors, teachers, administration
		Promote student successes on Video Wave TV show.	ongoing	Video Wave TV advisor
		Support teacher staff development opportunities	ongoing	Administration
		Supervise students at lunch. Sup. Comp lab.		Administration, campus supervisor
		Counselors and teachers attend "Odd Girl Out." conference. Teachers and counselors present assembly to girl students.		Counselors and teachers

VII. Categorical Funding/Budget

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

Budget Estimates 2008-09 Single Plan for Student Achievement Oak Crest Middle School

Title I - Estimated 2008-2009 Total Allotment = \$217,539

➤ **Certificated sections**

- Susan Lesan - .2 AVID
- Heather Temple - .2 AVID
- Katie Bator - .2 Read 180
- Deb Cruse - .4 Title 1 Coordinator
- Mike Godebu - .2 Math Support, CSR PA2
- Julie Bassler - .2 Math support, CSR PA2
- Kelly Shafer - .2 Read 180

SUB TOTAL Certificated = \$154,900

➤ **Title I Aides**

- Linda Bostick

SUB TOTAL Classified = \$14,414

TOTAL ALLOCATED - TITLE 1 = \$169,314

Balance \$48,225

ELAP- 2008-2009 allocation estimated \$7,094.00 + carryover \$14,674 = \$21,678

1 Bilingual Aide

Adriana Lozano = \$14,998

TOTAL ALLOCATED - ELAP = \$14,998

Balance \$6,770

EIA – 2008-2009 estimate \$41,209 + carryover \$10,989 = \$52,198

Angelica Arellano .20

Miranda Oliphant .20

Sub Total Certificated = \$29,283

Sheltered Aide Cheryl Cooper

Sub Total Classified = \$12,417

TOTAL EIA = \$41,700

Balance \$10,498

Library Grant = **Balance \$4,615**

GATE = **Balance \$10,621**

SIP = **Balance \$28,137**

ITEM 17

**VIII. School Site Council Membership
Oak Crest Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katie Bator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Infantino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Reukema	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jo Dube	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Dalager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beverly Shone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alec Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Minnick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Meklissa Pickrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Terry Calen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category					

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

**Recommendations and Assurances
Oak Crest Middle School**

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: 10/28/08.

Attested:

Terry Calen		
Typed name of school principal	Signature of school principal	Date
Sandy Dalager		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

The Single Plan for Student Achievement

Canyon Crest Academy

School Name

37-68346-0106328

CDS Code

Date of this revision: October 13, 2008

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

Contact Person: Elloise Allen
Position: Assistant Principal
Telephone Number: 858 350 0253
Address: 5951 Village Center Loop Rd
San Diego, CA 92130
E-mail Address: elloise.allen@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Canyon Crest Academy

Vision:

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

Mission:

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

CORE VALUES:

Achievement: We aspire to the highest level of excellence in teaching, learning, behavior and service.

Action: We thoroughly discuss issues and concerns with appropriate parties and then take action after careful planning.

Boldness: We believe that taking risks encourages growth and new discovery.

Collaboration: We believe regular and collegial discussions maximize our individual and team expertise and are an essential element to planning and delivering curriculum and programs.

Focus: We are committed to in-depth inquiries in the arts and technology. We believe that the arts and technology enhance human interactions, communication, instruction in all disciplines, critical thinking and student achievement.

Respect: We believe that members of our learning community should treat one another with courtesy, care and concern for their interests and issues.

Community: We reach beyond the classroom walls to seek out and engage parents, the business community and non-profit organizations to pursue mutually beneficial relationships and interactions.

Commitment: We keep our promises and adhere to agreed upon organizational norms, as well as share the responsibility for our work.

Curricular Integration: We believe there are powerful connections among disciplines. We actively seek opportunities to design and deliver lessons which integrate content. We are committed to academics, the arts and athletics sharing equal status and importance.

II. School Profile

Canyon Crest Academy

Canyon Crest Academy (CCA) is a comprehensive high school in its fifth year of operation with a current enrollment of approximately 1800 students. It is the newest school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of AP and honors courses similar to those courses offered at the other high schools in the San Dieguito District, as well as all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education Specialized Secondary Program called "Envision - The Arts at Canyon Crest Academy." Envision focuses on providing an in-depth, technology rich arts education to students in the San Dieguito Union High School District who recognize arts as their passion. Envision is also designed to create an arts rich environment for all students who choose to attend CCA, whether or not they choose to be a part of the Envision program. CCA also offers a specialized program in science, math and engineering called "Quest," and a business entrepreneurial program designed around the student lounge entitled "The Nest." CCA is on a 4 x 4 schedule that includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district.

Canyon Crest Academy is located in an area known as Carmel Valley situated in north coastal San Diego County. Carmel Valley is a growing upper middle class residential community composed of highly educated professionals. Many parents are employed at local institutions such as the University of California, San Diego (UCSD), the University of San Diego (USD), the Scripps Institute of Oceanography, businesses in the biomedical research field, and high tech giants such as QUALCOMM, SAIC, and Hewlett Packard; all of which will influence the high standard of educational expectations at Canyon Crest Academy.

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

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

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

Career Preparation

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

As part of our technology focus, Canyon Crest Academy is develop a new program, Quest, which will feature courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. As part of the program, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

ITEM 17

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

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

In addition to these specialized programs, CCA also offers additional programs under the ROP/CTE umbrella - including courses such as Fashion Design, Interior Design, Digital Photography, Audio Recording Technology, and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

Counselors connect with students regarding career preparation through a series of grade level presentations. These presentations are tailored to specific grade level needs in regards to college and career planning and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily and is staffed with a college and career specialist, a computer lab for research, and hosts a variety of guest speakers and university/college representatives on a regular basis.

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 9	86.0	82.0	80.0	83.0
Grade 10		74.0	76.0	76.0
Grade 11			71.0	68.0
Math (Summative)				
All Grades	13.0	73.0	56.0	55.0
Grade 10			68	73
Grade 11			52	49
Algebra I				
All Grades	11.0	25.0	21.0	20.0
Grade 9	11.0	30.0	26.0	25.0
Grade 10		9.0	18.0	15.0
Grade 11			0.0	0.0
Geometry				
All Grades	58.0	50.0	44.0	35.0
Grade 9	58.0	62.0	58.0	47.0
Grade 10		18.0	11.0	11.0
Grade 11			13.0	4.0
Algebra II				
All Grades	72.0	46.0	38.0	41.0
Grade 9	72.0	65.0	79.0	83.0
Grade 10		40.0	39.0	46.0
Grade 11			9.0	4.0
Biology				
All Grades	90.0	75.0	68.0	81.0
Grade 9	90.0	86.0	80.0	90.0
Grade 10		61.0	59.0	68.0
Grade 11			36.0	64.0
Chemistry				
All Grades		70.0	59.0	54.0
Grade 10		70.0	74.0	70.0
Grade 11			42.0	34.0
Earth Science				
All Grades	37.0	31.0	32.0	34.0
Grade 9	37.0	39.0	35.0	40.0
Grade 10		10.0	37.0	23.0
Physics				
All Grades			61.0	65.0
Grade 10			n/a	n/a
Grade 11			61.0	65.0
World History				
Grade 10		67.0	65.0	64.0
US History				
Grade 11				71.0

N/A = Not enough results reported for data

ITEM 17

Sub-Group Performance – Number of students tested/ Percent Proficient or Above:

Disabled		2006-2007 # Students Tested	2006-2007 % Proficient or Above	2007-2008 # Students tested	2007-2008 % Proficient or Above
ELA	Grade 9	45	53	42	50
	Grade 10	45	47	45	38
	Grade 11	29	31	46	41
Math (Summative)	all grades	7	n/a	11	55
Algebra I	All Grades	44	12	13	13
	Grade 9	22	23	12	8
	Grade 10	10	n/a	14	21
	Grade 11	11	0	4	n/a
Geometry	All Grades	27	33	26	12
	Grade 9	9	n/a	8	n/a
	Grade 10	13	31	12	8
	Grade 11	5	n/a	6	n/a
Algebra II	All Grades	18	22	23	26
	Grade 9	2	n/a	2	n/a
	Grade 10	11	18	10	n/a
	Grade 11	5	n/a	11	9
Biology	All Grades	35	47	32	53
	Grade 9	9	n/a	7	n/a
	Grade 10	16	56	16	44
	Grade 11	10	n/a	9	n/a
Chemistry	All Grades	9	n/a	12	33
	Grade 10	6	n/a	6	n/a
	Grade 11	3	n/a	6	n/a
Earth Science	All Grades	28	39	39	18
	Grade 9	8	n/a	22	27
	Grade 10	13	54	10	n/a
	Grade 11	7	n/a	7	n/a
Physics	All Grades	2	n/a	4	n/a
World History	Grade 10	45	41	47	36
US History	Grade 11	29	34	40	45

n/a = not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	B	10	7	
2006	842	10	8	Yes
2007	868	10	6	Yes
2008	845			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian			910	917
Filipino				
Hispanic/Latino				
Pacific Islander				
White	841	867	841	841
Socioeconomically Disadvantaged				
English Learners	--			
Students with Disabilities	--		695	689

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	98	99	99	98	98	100	100	100	100	100	100
Number At or Above Proficient	353	404	413	297	343	347	--	--	--	29	37	37
Percent At or Above Proficient	88.9	88.0	89.0	89.5	88.4	89.2	--	--	--	90.6	92.5	97.4
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	96	100	100	100	100	100	95	100	100	91	96
Number At or Above Proficient	18	20	22	--	--	--	9	9	10	12	27	25
Percent At or Above Proficient	81.8	87.0	84.6	--	--	--	75.0	56.3	76.9	46.2	58.7	54.3
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	98	99	99	98	98	100	100	100	97	100	100
Number At or Above Proficient	327	387	403	278	325	340	--	--	--	27	36	38
Percent At or Above Proficient	82.4	84.3	87.2	83.2	84.0	87.9	--	--	--	87.1	90.0	100.0
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	96	100	100	100	100	100	100	100	100	100	97	96
Number At or Above Proficient	15	19	19	--	--	--	7	12	9	9	23	26
Percent At or Above Proficient	71.4	79.2	73.1	--	--	--	58.3	70.6	75.0	34.6	47.9	56.5
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	20	4	80							5
10			*****	***	*****	***					3
11			*****	***	*****	***					3
12			*****	***							3
Total	1	7	10	71	3	21					14

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
English Language Arts

The table below displays the percent of Canyon Crest Academy students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	n/a	n/a	97%	97%	97%	94%	98%	96%
Statewide			77%	61%	77%	59%	79%	61%
Male			95	95	96	90	98	96%
Female			98	98	98	98	98	96
White not Hispanic			97	97	97	95	98	97
Hispanic/Latino			88	88	96	89	96	94
Asian			94	94	98	90	100	93
African American/Black			--	--	--	--	--	--
American Indian/Alaskan Native			--	--	--	--	--	--
Filipino			--	--	--	--	--	--
Pacific Islander			--	--	--	--	--	--
Multiple/No response			--	--	--	--	--	--
English Only			97	97	97	94	98	96
Redesignated FEP			100	100	100	--	--	--
English Learner			--	--	--	--	--	--
Special Education			73	73	91	80	89	82
Socioeconomically Disadvantaged			83	83	81	74	93	77
Non-Socioeconomically Disadvantaged			98	98	98	94	98	97

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
Mathematics

The table below displays the percent of Canyon Crest Academy students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	n/a	n/a	96	96	97	97	98	96
Statewide			76	59	76	58	78	60
Male			95	95	96	93	98	95
Female			98	98	98	96	98	96
White not Hispanic			96	96	97	95	98	97
Hispanic/Latino			91	91	96	81	93	87
Asian			97	97	98	98	100	100
African American/Black			--	--	--	--	--	--
American Indian/Alaskan Native			--	--	--	--	--	--
Filipino			--	--	--	--	--	--
Pacific Islander			--	--	--	--	--	--
Multiple/No response			--	--	--	--	--	--
English Only			96	96	97	94	98	96
Redesignated FEP			100	100	--	--	--	--
English Learner			--	--	--	--	--	--
Special Education			73	73	91	72	87	78
Socioeconomically Disadvantaged			92	92	81	67	92	76
Non-Socioeconomically Disadvantaged			97	97	98	96	98	96

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2003	2004	2005	2006	2007	2008
S A T	% of Seniors Taking	n/a	n/a	m/a	n/a	n/a*	69%
	Mean Verbal					586	583
	Mean Math					608	602
	Mean Critical Reading					584	581
	Mean Total						
A C T	% of Seniors Taking	n/a	n/a	n/a	n/a	n/a	40%
	Avg. Composite Score						26.1

III. Student Performance Data (cont'd)

Advanced Placement

AP Subject	2006 # of Exams	2006 % Passing	2007 # of Exams	2007 % Passing	2008 # of Exams	2008 % Passing	% +/- between 07 & 08
AP Art History			31	68	24	75	+7
AP Biology					45	100	n/a
AP Calculus AB			10	100	49	100	0
AP Calculus BC	15	100	39	100	32	100	0
AP Chemistry	36	89	33	94	45	100	+6
AP Chinese					3	100	n/a
AP Comp Science A			5	80	10	90	+10
AP Comp Science AB			10	90			n/a
AP Comparative Gov.							
AP Econ/MAC					41	66	n/a
AP Econ Micro							
AP Eng. Lang.			161	88	163	86	-2
AP Eng. Lit.					98	90	n/a
AP Env. Science					35	94	n/a
AP Euro. History					32	94	n/a
AP French Lang.							n/a
AP French Lit.							n/a
AP German							n/a
AP Gov/Pol US					88	85	n/a
AP Japanese			10	80	11	100	+20
AP Music Theory							n/a
AP Physics B			42	98	57	77	-21
AP Physics C- E&M					15	73	n/a
AP Physics C - Mech					17	100	n/a
AP Psychology	27	78	73	75	92	80	+5
AP Span. Language			19	95	35	94	-1
AP Span. Literature							n/a
AP Statistics					42	93	n/a
AP Studio Art – Draw					14	100	n/a
AP Studio Art – 2D			13	92	7	86	-6
AP Studio Art – 3D							n/a
AP US History			138	75	87	76	+1
AP World History	117	83	76	74	112	74	0
Total Exams	195		660		1154		
Total Candidates		143		328		528	
% of Population		17		21		30	
Overall% Passing		85		83		87	+4

AP Results School wide	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Candidates	n/a	n/a	143	328	528
Number of Exams with Passing Score			165	556	1001

IV. Student Performance Data Summary Canyon Crest Academy

Canyon Crest Academy is home to generally high-performing and high-achieving students. This is evident in the consistently high passing rate on the CAHSEE (98% passing for both ELA and Math for first time test-takers in 2008), the school's high CST scores and accordingly, the school's high API score (845) and statewide rank of 10 in 2007. In addition, CCA students take AP courses and the AP associated exams in high numbers and have scored very well on these exams. CCA's AP exams passing rate has consistently been one of the highest in our district, with 87% of students passing their AP exams in 2007-2008.

Despite these high test scores, however, it is also clear that a significant achievement gap does exist for students enrolled in lower level or below grade level courses, and that there have been declines in achievement results in isolated pockets.

In Mathematics, the following was observed in CST scores for 2007-2008:

- Algebra I% proficient or above for all grades decreased from 21% in 2007 to 20% in 2008
- Geometry% proficient or above for all grades decreased from 44% in 2007 to 35% in 2008
- Algebra II% proficient or above for all grades increased from 38% in 2007 to 41% in 2008 (although grade 11 results decreased from 9% to 4%)

In English Language Arts, the following was observed in CST scores for 2007-2008:

- 9th grade ELA scores increased from 80% proficient or above in 2007 to 83% proficient or above in 2008
- 10th grade ELA scores did not show a change, but remained consistent with 76% scoring proficient or above in both 2007 and 2008
- 11th grade ELA scores decreased from 71% proficient or above in 2007 to 68% proficient or above in 2008

In Science, the following was observed in CST scores for 2007-2008:

- Biology scores for all grades increased from 68% percent proficient or above in 2007 to 81% in 2008 (a wonderful achievement!)
- Chemistry scores for all grades decreased from 59% proficient or above in 2007, to 54% in 2008.
- Earth Space scores for all grades increased from 32% proficient or above in 2007, to 34% in 2008
- Physics scores for all grades increased from 61% proficient or above in 2007 to 65% in 2008

At CCA our largest subgroup is our students with disabilities. This subgroup's API dropped from 695 to 689 from 2007 to 2008. (See Attachment for Subgroup scores.) CST scores for specific subject areas saw declines in the percent proficient or above in English Language Arts (grade levels 9 and 10), Algebra I for ninth graders, Geometry for all grades, Earth science for all grades, and World History for 10th graders. These are areas of concern that are being addressed in our new goals as well as our WASC action plan.

V. Summary of Progress Made on 2007-08 Goals Canyon Crest Academy

Goal #1 (CST-Students scoring proficient or higher on Math CST):

Increase the number of students scoring proficient for Math CST scores in Algebra I, II, and Geometry for 9th grade by 10%, 10th and 11th grade by 5%.

Progress/Results:

The overall growth target of 5% increase on CST scores of proficient or above in Algebra I, Algebra II and Geometry per grade level was not met. The percent of students scoring proficient or higher on the Algebra II CST for grade 9 and 10 did increase, but not by 5%. The 9th grade results for Algebra II increased from 79% proficient or above in 2007, to 83% proficient or above in 2008. Algebra I, Geometry and Algebra II for grade 11 all saw decreases in% scoring proficient or above on the 2008 CST exam.

School-wide (EOC) results for the math exams are as follows:

- Algebra I% proficient or above for all grades decreased from 21% in 2007 to 20% in 2008
- Geometry% proficient or above for all grades decreased from 44% in 2007 to 35% in 2008
- Algebra II% proficient or above for all grades increased from 38% in 2007 to 41% in 2008 (although grade 11 results decreased from 9% to 4%)

We did exceed our benchmark indicator goal of 96% or better pass rate on the math section of the high school exit exam (CAHSEE), with 98% of 10th graders passing the exam on their first sitting.

Goal #2 (Grade Level Math Enrollment)

To increase the percentage of students taking grade level math by 7%, as evidenced by the number of 9th grade students who are registered in Geometry or higher, 10th graders who registered in Algebra II or higher, and 11th graders registered Pre-Calc or higher.

Progress/Results:

The overall goal of a 7% increase of appropriate grade level enrollment in math courses was not met.

There was an increase of 13% of 11th grade students enrolled in pre-calculus or higher from 2007-08 to 2008-09 and a 6% increase of 10th graders enrolled in Algebra II from 2007-08 to 2008-09. However, the enrollment of 9th graders in Algebra I decreased from 70% in 2007-08 to 66% in 2008-2009 and 9th grade enrollment in Geometry decreased from 78% in 2007-08 to 72% in 2008-2009.

Goal #3 (CST-Students scoring proficient or above on ELA CST):

To increase the percentage of students per grade level who are scoring proficient or above in 9th grade from 86% to 90%. 10th grade has no prior data. Goal is to have 90% of all students score proficient or above by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests.

Progress/Results:

The overall goal of a 4% increase in CST scores of proficient or above in grade 9 was not met, nor was the goal of having 90% of all grade levels scoring proficient or above. However, the data used in the goal was not accurate and did not reflect the actual% of students scoring proficient in ELA in the 2007 administration of the ELA CST. Using corrected data, results show an increase in the percent of students scoring proficient or above in grade 9 but not in grade 10 or 11 for the 2008 administration.

Actual data and increases are:

- 9th grade ELA scores increased from 80% proficient or above in 2007 to 83% proficient or above in 2008
- 10th grade ELA scores did not show a change, but remained consistent with 76% scoring proficient or above in both 2007 and 2008
- 11th grade ELA scores decreased from 71% proficient or above in 2007 to 68% proficient or above in 2008

Other test results did show increases. 98% of 10th students sitting for the CAHSEE for the first time passed the ELA portion in 2007-2008, which is a 1% increase from 2006-2007.

Goal #4 (AP and Honors Program Enrollment of Underrepresented Minorities):

To increase the number of underrepresented minority groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2007-08 school year as evidenced on the Fall 2008 Enrollment in these programs. 133 or 29% of students currently enrolled in AP/Honors courses are underrepresented minorities.

Progress/Results:

The overall goal of number of underrepresented minority students enrolled in AP classes was met since the number of students increased from 133 to 135 students from 2007-08 to 2008-09. CCA also saw an overall increase of success on the AP exams themselves, with a schoolwide pass rate increasing from 83% to 87%.

Detailed results are:

- 754 students are enrolled in a total of 1714 AP course periods for 2008-2009, an increase from 671 students the previous year
- 135 or 18% of these students are American Indian, Asian, Hispanic or Latino, Afro American or other minority
- These students comprise 8% of the total student body, an increase from 7% of the student body in 2007-2008

**VI. Planned Improvements in Student Performance (Goals)
Canyon Crest Academy
2008-2009**

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

**School Goals for Improving Student Achievement
Canyon Crest Academy
2008-2009 SPSA**

SCHOOL GOAL #1:

Increase the percent of students scoring proficient or above on the CST exams for the four core subject areas by 15% by the end of the 2010-2011 school year.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>Schoolwide Objective: An increase in the percent of all students scoring proficient or above on CST 2009 exams: -5% increase in the Math CST assessments (specifically Algebra, Algebra II and Geometry) -5% increase in the ELA CST assessments at each grade level -5% increase in the Social Science CST assessments -5% increase in the Science CST assessments</p>	<p>- Reduction in D/F rate at the progress period, quarter and semester, with specific emphasis on reducing failure percentages in Algebra I</p>	<p>- Staff development activities on and off site related to best practices for data interpretation and usage and related to addressing the needs of at-risk and struggling students as well as sharing of best practices</p>	<p>- Late Start Wed - Ongoing</p>	<p>- Principal - Assistant Principals - Department Chairs - Cabinet</p>
<p>Subgroup Objective: An increase in the percent of students with disabilities scoring proficient or above on 2009 CST exams: -5% increase in the Math CST assessments (specifically Algebra I and Geometry) -5% increase in the ELA CST assessments at all grade levels -5% increase in the Social Science CST assessments -5% increase in the Science CST assessments</p>	<p>- Reduction in below grade level enrollment in math for grades 9, 10 and 11</p>	<p>- Develop systematic and school-wide procedures to identify at-risk students and develop a specific intervention framework to address "at risk" student needs.</p>	<p>- Fall 2008</p>	<p>- Principal - Assistant Principals - Counselors</p>
	<p>- Increase average performance level score on DWA</p>	<p>- Identify all current and incoming students scoring at Far Below Basic and Below Basic on CST mathematics and Algebra exams and all current and incoming students scoring at Far Below Basic and Below Basic on English/Language Arts CST exams</p>	<p>- Fall 2008</p>	<p>- Principal - Assistant Principals - Counselors - Department Chairs - Teachers</p>
	<p>- Maintaining 98% or higher pass rate on the CAHSEE ELA and Math sections</p>	<p>- Analyze and determine current support status for students scoring "Below Basic" and "Far Below Basic" on CST exams and determine appropriate intervention</p>	<p>- Fall 2008 - Ongoing</p>	<p>- Principal - Assistant Principals - Counselors - Department Chairs - Support program teachers</p>

ITEM 17

	- Decreased enrollment in off-campus courses (93 courses were taken off-campus in 2007-2008, up from 51 in 2004-2005.)	- The development of "achievement campaigns" to enhance the climate of high expectations and achievement during testing as well as educate students, parents and staff regarding the purpose of exams	- Spring 2008 - Ongoing	- Principal - Assistant Principals - Cabinet - Department Chairs - ASB
		- Develop "support mechanisms" for all students to enhance a range of academic skills. (i.e., Saturday Academic School, Summer Enhancement Programs, formal tutoring process)	- Ongoing	- Principal - Assistant Principals - Cabinet - Department Chairs - ASB
		- Staff engage in development of curriculum outlines and pacing guides that are focused on power/essential standards based on CST Blueprints Content Clusters	- Begin Fall 2008 - Ongoing	- Principal - Assistant Principals - Cabinet - Department Chairs - Teachers
		- Development of formative assessment tools to determine effectiveness of practices	- Fall 2008 with first tool completed by end of 2008-2009	- Principal - Assistant Principals - Cabinet - Department Chairs - Teachers

**School Goals for Improving Student Achievement
Canyon Crest Academy
2008-2009 SPSA**

SCHOOL GOAL #2:

Develop methods for conducting formative assessments such as benchmark exams for the four core academic areas by 2010.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Development of at least one formative assessment tool in all core academic areas by end of 2008-2009 school year.	- Each department develops and documents a department goal	- Develop goals and procedures for collaboration time that are based on identified need. Targeted areas of growth would be indicated by data that includes CST, AP, and CAHSEE results	- Fall 2008 - Ongoing review	- Principal - Assistant Principals - Department Chairs - Cabinet
	- Departments document progress on goal reflection sheets - Decrease in D/F rates at each quarter and the semester - Documentation of process and timeline development for developing benchmark exams/grading practices/expectations - Increased correlation between% of students scoring semester grades of C or higher and CST% of students scoring Proficient or higher	- Departments will meet to review and develop consistent courses of study to ensure explicit alignment to a standards-based curriculum, and pacing appropriate to a 4x4 schedule. Additionally, departments will determine what each student will know and be able to do at the end of the course	- Fall 2008 Late Start - Ongoing review	- Principal - Assistant Principals - Department Chairs - Cabinet - Teachers
Development of common grading practices and expectations that is clearly articulated and documented (for example, via rubrics) for all departments.	- Reduction of the number of course drops, course changes, and level changes at the beginning of each term - Each department develops and documents a department goal - Departments document progress on goal reflection sheets	- Departments meet to develop consistent expectations and practices such as rubrics for assignments that are regularly assigned within course levels, grading practices and grading policies	- Fall 2008 Late Start - Ongoing	- Principal - Assistant Principals - Department Chairs - Cabinet - Teachers

**School Goals for Improving Student Achievement
Canyon Crest Academy
2008-2009 SPSA**

SCHOOL GOAL #3:

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with limited interruptions due to discipline issues, as well as students connected to the school community.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Increase the percent of students who perceive school to be a 'safe' environment as specified in the Healthy Kids Survey. (In the Healthy Kids Survey of 2007 only 77% of 9th graders reported feeling safe at school)	<ul style="list-style-type: none"> - Reduction in the number of Saturday school assignments for disciplinary infractions - Reduction in the number of suspensions and Reduction in the number of referrals by 10% to increase perceptions of safety by end of 2008-2009. (referrals to READI program -Reduced incidences of vandalism (8% of juniors reported purposeful destruction of school property on HKS in 2007) 	<ul style="list-style-type: none"> - Improve staff training for disaster and incident preparedness and procedures - Develop a school plan that limits points of entry and tightens school visitation procedures. - Implement programs to improve student decision making skills, access to resources, and emotional support. 	- Fall 2008	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet
Increased student attendance as evidenced by reduction in tardies, truancies and single-period absences by 10% by end of 2008-2009	<ul style="list-style-type: none"> - Reduction in number of students on SARB contracts - Reduction in number of students serving Saturday school for attendance or tardies 	<ul style="list-style-type: none"> - Continued assessment and development of new school tardy policy. - Education of parents, students and staff regarding school attendance policies and procedures via web, newsletter, new staff luncheons, staff inservices, and parent meetings. 	- Spring 2008 - Ongoing	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet - Teachers
<p>Increased "student connectedness" to the CCA community as evidenced by student responses on school surveys, and Healthy Kids Survey (HKS):</p> <ul style="list-style-type: none"> • Increase HKS survey results of students who 'feel like a part of the school' from 18% as juniors and freshmen to 35% for both grade levels by end of 2008-2009 • Increase HKS survey results of students who feel they 'do things that make a difference at school' from 23% of freshmen and 19% of juniors to 35% for both grade levels by the end of 2008-2009 	<ul style="list-style-type: none"> - Increase in communication ratings on parent and student survey - increased attendance at events such as Coffee with Kohn, student activities, parent information evenings - increased staff participation in website training - Increased student election participation - increased student attendance at major school events - Increased membership in school clubs and organizations 	<ul style="list-style-type: none"> - publication of a parent newsletter 5 times during 2008-2009 school year - increased% of activated Aeries portal accounts - restructured website - internal communication tools put in place such as minutes of Cabinet and Site Council meetings dispersed to all staff - Counseling news emailed to parents weekly - Increased% of active accounts on Naviance 	<ul style="list-style-type: none"> - October 2008 first newsletter publication - Fall 2008 - Ongoing review and implementation 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet - Department Chairs - ASB

**School Goals for Improving Student Achievement
Canyon Crest Academy
2008-2009 SPSA**

SCHOOL GOAL #4:

Increase retention and success (C or higher) of students in AP/Honors classes.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Decrease drops from courses or from H/AP to College Prep by 10%	<ul style="list-style-type: none"> - D or F rate at the progress period and quarter - Student participation in the AP exam administrations - Decreased # of changes of student initial course selections 	- Develop academic resources for students in AP and Honors classes such as study skills workshops, Saturday review sessions, formalized tutoring process, and online resources	<ul style="list-style-type: none"> - Fall 2008 - Ongoing review & implementation 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet - Department Chairs
Decreased enrollment in off-campus courses (93 courses were taken off-campus in 2007-2008, up from 51 in 2004-2005.)		- Develop resources for educating students and parents about Honors and AP offerings beyond course profiles to ensure informed choices	<ul style="list-style-type: none"> - Spring 2008 registration - Ongoing 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet
		- Publicize AP exam process, registration, and purpose beyond academic credit in university (competitive eligibility for college admission, college readiness, personal commitment)	<ul style="list-style-type: none"> - Spring 2008 - Ongoing 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet - AP Coordinator and Teachers
		- Develop master schedule that is student driven to decrease perceived need for off-campus course enrollment	<ul style="list-style-type: none"> - Spring 2008 - Ongoing 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet - Department Chairs
		- Develop consistent practices regarding off-campus classes based on new district off-campus course form and policies	<ul style="list-style-type: none"> - Fall 2008 - Ongoing 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Counselors - Cabinet
		- Encourage AP and Honors teachers to engage in staff development regarding AP course guidelines, AP audit, differentiation and consistent practices of rigor and student engagement	<ul style="list-style-type: none"> - Fall 2008 - Summer 2009 - Ongoing 	<ul style="list-style-type: none"> - Principal - Assistant Principals - Department Chairs - Cabinet - AP Coordinator

ITEM 17

VII. School Site Council Membership Canyon Crest Academy

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kohn, Brian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wolosin, Donna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Malmuth, Patti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
McCloskey, Kari	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Atkinson, Sue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stiven, Tim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schwartz, Michael	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisher, Diane	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inscoc, Stephanie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Troha, Danielle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	1	3	2

VIII. Programs Included in this Plan Canyon Crest Academy

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$7776.00
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$64113.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education	\$26730.00
Total amount of state categorical funds allocated to this school	\$98619.00

Recommendations and Assurances

Canyon Crest Academy

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: 10-13-08.

Attested:

Brian Köhn		
Typed name of school principal	Signature of school principal	Date
Donna Wolosin		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Canyon Crest Academy

SITE COUNCIL REQUEST FOR FUNDS (Sample Form)

The mission of Site Council is to improve overall academic achievement and to support the Canyon Crest Academy learning community.

Each request for funding must connect to one of the goals as established within the Site Council Plan for Student Achievement. These goals are based on the site WASC action plan.

GOALS:

1. Increase the percent of students scoring proficient or above on the CST exams for the four core subject areas by 15% by the end of the 2010-2011 school year.
2. Canyon Crest Academy will develop methods for conducting formative assessments such as benchmark exams for the four core academic areas by 2010.
3. Develop and implement a comprehensive plan to ensure a safe and secure learning environment for all students and staff.
4. Increase retention and success (C or higher) of students in AP/Honors classes.

DIRECTIONS:

Request for funds must include a description of the proposal. In the description, please demonstrate how the request fulfills Site Council goals. **Submit all written requests 1 week prior to the Site Council meeting to ensure placement on the agenda.** (Submission of appropriate requisition forms with your proposal may expedite the ordering process.)

After Site Council funds have been approved and spent, teachers are asked to complete one of the following in order to become a staff resource.

Please select one or more:

- Present what was achieved to the Site Council
- Share what was learned with specific individuals or a department.
- Fill out the information below to keep on file so we may use you as a resource in the future.
- Create your own way to best disseminate what was learned to the appropriate stakeholders.
 - o I am going to: _____

Date: _____

Teacher/Department Requesting Funds: _____

Goal that proposal is connected to: _____

Total Amount of Request: _____

Proposal (may be attached): Provide a thorough explanation of your proposal and how it connects to supporting the goals listed – e.g. what will be purchased, who will be involved, how will it address the specific goal, etc.

Outcomes: What are the expected outcomes that will hopefully result from implementation of this proposal, specifically relating to meeting our Site Council Goals.

Council Use Only:

Request Approved: _____ Denied: _____ Tabled: _____

Budget Designation: _____ Date: _____

Requisitions Submitted: _____

ITEM 17

Follow-up Completed: _____

Date: _____

The Single Plan for Student Achievement

La Costa Canyon High School

School Name

37-68346-3731007

CDS Code

Date of this revision: October 23, 2008

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

Contact Person: Craig Lewis
Position: Principal
Telephone Number: (760) 436-6136
Address: 3451 Camino del los Coches
Carlsbad, CA 92009
E-mail Address: craig.lewis@sduhsd.net

San Dieguito Union High School District

School District

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

**I. School Vision and Mission
La Costa Canyon High School**

Vision:

"Building the Canyon Community Through Equity and Excellence"

Mission:

Our mission is to develop a community of life-long learners, creative thinkers, and responsible individuals, by providing innovative, quality educational programs in a safe supportive environment.

II. School Profile La Costa Canyon High School

La Costa Canyon High School is an exemplary high school within the San Dieguito Union High School District. The approximately 2,500 students in grades 9-12 represent students from the coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCCHS is a beautiful campus nestled in the canyon. The school facility includes 120 classrooms, five computer labs, a 470 seat Performing Arts Center, library media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, and a two story gymnasium with capacity to seat 2,200, a state-of-the-art all-weather track and field with a stadium seating 5,000 people.

Our commitment to student success has resulted in recognition at the state and national levels. La Costa Canyon High School was named a California Distinguished School in 2007 and a National Blue Ribbon School in 2002. La Costa Canyon's API is 805. Our clear vision and shared sense of mission are supported by a challenging and up-to-date curriculum. We have the enthusiastic support of families who share our commitment to help all students achieve high standards.

Student success is supported in a variety of means: such innovative offerings as the Work Experience Program, reading labs, the PLATO Lab, on campus tutoring centers, over a hundred active parent volunteers, extended Media Center hours, and an outstanding Foundation that partners with our school for success. We also offer a comprehensive Division I interscholastic athletics program with 26 different varsity-level sports, earning LCC 82 League and 34 CIF championships. La Costa Canyon traditionally offers more than 50 extracurricular student clubs to our students each year. An active Associated Student Body (ASB) supports over fifty clubs in a multitude of interest areas. La Costa Canyon High School recognizes the increasingly important role community service or "service learning" plays in the education and personal growth of its students. Large numbers of students are involved in service projects that are curriculum based, community oriented, and largely student initiated.

As a high achieving school with more that 96% of our students attending college after high school, we offer rigorous academic preparation through a combination of Honors level and Advanced Placement Courses. In May 2007, we administered 1539 Advanced Placement Exams to 739 candidates. 420 students sat for the SAT exam, earning an average mean total of 1643. Our expanded access program has led to increased participation in this college-preparation and eligibility process.

We are committed to excellence both in our college-bound courses as well as opportunities in career-based courses. To assist students interested in exploring other options beyond high school we have a flourishing Regional Occupational Program and offer career preparation courses such as Computer Assisted Drafting, Introduction to Engineering, Culinary Arts, Child Development, Video Production, Surf/Lifesaving, Business Math, Digital media and design courses, as well as a Spanish course that prepares students for business interactions. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. We encourage students to prepare for career options by taking exams such as the ASVAB occupational exam or the Plan.

La Costa Canyon High School students are 76% White, 16% Latino, 6.5% Asian/Filipino/Pacific Islander, and 1% African American. Of the approximate 165 students enrolled in the English Language Learner program; 90% of those identify Spanish as their primary language. Other primary languages include Russian, Korean, Farsi, and Thai, among others. Almost three hundred students are enrolled in the Free/Reduced Lunch Program at LCC.

Alignment of curriculum, instruction and materials to content and performance standards is an on-going process which relies upon analysis of state and local assessments to modify instruction and improve student achievement. Staff development time, currently in the form of late-start Tuesdays, is frequently spent on course consistency.

ITEM 17

All courses are aligned to the California Content Standards. Additional support is available to students through support classes and tutoring centers.

Services provided to enable under-performing students to meet standards include:

- **Specialized Support Staff:** La Costa Canyon has six full-time counselors, a full-time library media teacher, and a health technician. School psychologists, speech language pathologists, and hearing specialists are available five days per week. Itinerant assistive technology and occupational therapists are available two to three times per week. Other specialized staff include resource teachers, bilingual and special education aides, teachers for severely handicapped students and emotionally disturbed students, Advancement via Individual Instruction (AVID) students, and the PLATO lab.
- **Special Education Services:** We offer a range of services to provide the least restricted environment for students qualifying for special education. The resource specialist program (RSP) is designed to supplement the general education program to meet the needs of students identified as requiring individualized help in specific areas, but whose handicaps are not severe enough to require Special Day Class placement. The Special Day Class is designed to provide special education and related services to students requiring 50% or more of their instruction outside the general education classroom. Available courses include fundamental classes in English, math, and social studies. The Transitional Alternative Program (TAP) is available for students who require functional, social, vocational and independent living skills, which are necessary in preparation for a successful adult life. The Learning Center is available for students who would benefit from additional support in the areas of pragmatic language, transitions, school anxiety, social skills and organizational skills. La Costa Canyon is one of the regional schools serving severely handicapped high school students. Related services are provided to students by appropriately qualified specialists, including School Psychologists and Speech and Language Pathologist as specified in an IEP. Placement in any of these programs is based on the stated goals and objectives as determined by the IEP team.
- **English Learner Services:** At La Costa Canyon, teachers in our English Learners (EL) Program are supported by one onsite coordinator and receive specialized training in language acquisition skills. Instructional aides are assigned to EL classes. We are pleased to provide additional support to EL families through the English Learner Advisory Committee (ELAC) which meets monthly. All sheltered classes are college prep. The teachers in the sheltered classes are Cross-cultural Language and Academic Development (CLAD) certified and use Specially Designed Academic Instruction in English (SDAIE) strategies. In addition, we have a teacher who works on English Language Development in the content classes alongside the content teacher to promote acquisition of English.

We identify potential dropouts as early as the ninth grade and monitor their progress toward graduation. Our counselors provide a wide range of support programs and groups through the Student Assistance Services for students at risk of dropping out. Counselors also meet with students one-on-one to develop a plan for improving each student's experience at school. A Student Success Team refers students for appropriate school services and programs. These may include alternative educational placement, academic tutoring, or alternative schedules for students who have a difficult time attending school because of a need to work. La Costa Canyon High School enjoys the many benefits of volunteer hours and additional funds that are raised each year by the La Costa Canyon High School Foundation and the Parent Associations. Many of our programs would not be possible without the support of the Foundation, which raises funds and in-kind donations annually to enhance educational and developmental opportunities in areas such as athletics and visual and performing arts as well as academic classrooms.

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 9	70.0	72.0	75.0	78.0
Grade 10	58.0	66.0	63.0	62.0
Grade 11	54.0	55.0	60.0	58.0
Math (Summative)				
All Grades	15.0	14.0	14.0	14.0
Grade 10				
Grade 11				
Algebra I				
All Grades	21.0	31.0	22.0	21.0
Grade 9	30.0	35.0	30.0	25.0
Grade 10	4.0	30.0	5.0	9.0
Grade 11	0.0	24.0	6.0	0.0
Geometry				
All Grades	47.0	49.0	48.0	38.0
Grade 9	74.0	78.0	71.0	59.0
Grade 10	25.0	24.0	25.0	10.0
Grade 11	14.0	7.0	5.0	4.0
Algebra II				
All Grades	49.0	63.0	48.0	40.0
Grade 9				85.0
Grade 10	71.0	80.0	66.0	55.0
Grade 11	13.0	30.0	21.0	9.0
Biology				
All Grades	59.0	61.0	64.0	69.0
Grade 9	82.0	81.0	80.0	84.0
Grade 10	51.0	52.0	47.0	47.0
Grade 11	29.0	20.0	45.0	46.0
Chemistry				
All Grades	39.0	45.0	42.0	43.0
Grade 10	63.0	69.0	56.0	58.0
Grade 11	23.0	28.0	27.0	24.0
Earth Science				
All Grades	51.0	42.0	41.0	39.0
Grade 9	55.0	49.0	45.0	43.0
Grade 10	32.0	14.0	16.0	9.0
Physics				
All Grades	59.0	62.0	65.0	59.0
Grade 10				
Grade 11	59.0	62.0	65.0	59.0
World History				
Grade 10	46.0	48.0	43.0	44.0
US History				
Grade 11	45.0	43.0	47.0	44.0

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	801	9	2	No
2006	782	9	4	Yes
2007	803	N/A	N/A	Yes
2008	806			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino	576	630	668	668
Pacific Islander				
White	822	842	832	828
Socioeconomically Disadvantaged	543	627	645	637
English Learners	--	577	610	615
Students with Disabilities	--	540	567	586

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	100	99	100	100	100	67	100	100	100	96
Number At or Above Proficient	479	454	471	413	375	397	--	--	--	21	22	18
Percent At or Above Proficient	76.2	76.6	80.0	83.1	85.4	86.5	--	--	--	87.5	81.5	81.8
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	99	97	99	100	97	100	99	99	100	100
Number At or Above Proficient	33	46	39	11	11	17	30	32	24	15	18	16
Percent At or Above Proficient	35.5	41.4	45.3	20.0	17.5	30.4	38.0	35.6	41.4	24.2	32.7	34.8
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	--	Yes	--	--	--	--	--	Yes	--	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	99	99	99	99	100	100	100	100	100	96
Number At or Above Proficient	455	442	455	390	361	380	--	--	--	21	24	21
Percent At or Above Proficient	72.7	74.5	77.4	78.8	82.4	83.2	--	--	--	87.5	88.9	95.5
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	98	99	100	99	99	100	98	100	99	96	100	100
Number At or Above Proficient	34	48	37	12	19	22	31	38	26	10	19	18
Percent At or Above Proficient	37.0	43.2	42.5	21.8	30.2	39.3	38.8	42.2	44.1	16.7	34.5	39.1
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	--	Yes	--	--	--	--	--	Yes	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	9	26	14	40	5	14	5	14	2	6	35
10	1	3	9	29	13	42	5	16	3	10	31
11	5	11	14	31	16	36	4	9	6	13	45
12	3	11	13	46	7	25	5	18			28
Total	18	13	50	36	41	29	19	14	11	8	139

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
English Language Arts

The table below displays the percent of La Costa Canyon High School students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	91	81	90	73	89	72	93	82
Statewide	76	65	77	61	77	59	79	61
Male	89	81	86	71	85	69	92	78
Female	92	82	93	76	94	77	94	88
White not Hispanic	97	95	96	92	96	92	97	94
Hispanic/Latino	57	41	59	32	63	36	70	46
Asian	97	89	92	76	887	74	100	97
African American/Black	--	--	--	--	--	--	--	--
American Indian/Alaskan Native	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	100
Pacific Islander	--	--	--	--	--	--	--	--
Multiple/No response	--	--	--	--	--	--	--	--
English Only	96	94	95	91	95	88	97	93
Redesignated FEP	80	81	74	65	92	62	91	75
English Learner	26	16	22	15	25	17	27	27
Special Education	64	49	46	32	55	30	53	37
Socioeconomically Disadvantaged	56	41	60	31	57	31	65	41
Non-Socioeconomically Disadvantaged	97	92	95	91	96	89	97	92

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
Mathematics

The table below displays the percent of La Costa Canyon High School students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	92	83	91	78	91	82	93	85
Statewide	74	63	76	59	76	58	78	60
Male	92	84	89	75	89	81	91	82
Female	93	82	92	81	94	84	94	89
White not Hispanic	97	93	95	93	97	94	97	94
Hispanic/Latino	68	48	66	41	70	56	70	51
Asian	100	94	96	96	97	97	100	100
African American/Black	--	--	--	--	--	--	--	--
American Indian/Alaskan Native	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	91
Pacific Islander	--	--	--	--	--	--	--	--
Multiple/No response	--	--	--	--	--	--	--	--
English Only	97	92	94	90	95	91	96	93
Redesignated FEP	90	90	84	73	83	62	91	80
English Learner	38	26	42	28	57	48	37	27
Special Education	62	41	53	38	57	44	44	39
Socioeconomically Disadvantaged	64	48	69	44	68	55	63	45
Non-Socioeconomically Disadvantaged	97	93	94	90	96	92	95	92

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2003	2004	2005	2006	2007	2008
S A T	% of Seniors Taking	74	67	72	74	76	72
	Mean Verbal	NA	NA	NA	540	529	577
	Mean Math	581	581	568	571	575	573
	Mean Critical Reading	532	538	532	534	524	533
	Mean Total	1113	1119	1100	1645	1628	1683
A C T	% of Seniors Taking		30	31	34	45	37
	Avg. Composite Score		23.9	22.9	23.8	23.4	24.5

III. Student Performance Data (cont'd)

Advanced Placement

AP Subject	2006 # of Exams	2006 % Passing	2007 # of Exams	2007 % Passing	2008 # of Exams	2008 % Passing	% +/- between 07 & 08
AP Art History	NA	NA	20	40	NA	NA	NA
AP Biology	29	72	62	68	56	36	-32
AP Calculus AB	62	98	82	84	65	31	-54
AP Calculus BC	50	100	60	100	64	61	-39
AP Chemistry	100	61	46	76	62	71	-5
AP Chinese	NA	NA	NA	NA	1	100	NA
AP Comp Science A	11	18	15	33	NA	NA	NA
AP Comp Science AB	NA	NA	NA	NA	NA	NA	NA
AP Comparative Gov.	NA	NA	NA	NA	NA	NA	NA
AP Econ/MAC	1	100	NA	NA	NA	NA	NA
AP Econ Micro	88	55	119	50	113	64	+14
AP Eng. Lang.	223	49	248	59	228	57	-2
AP Eng. Lit.	184	57	220	50	179	63	+13
AP Env. Science	35	57	27	37	53	58	+21
AP Euro. History	18	100	NA	NA	NA	NA	NA
AP French Lang.	7	14	6	17	7	14	-3
AP French Lit.	NA	NA	NA	NA	NA	NA	NA
AP German	NA	NA	NA	NA	NA	NA	NA
AP Gov/Pol US	96	50	137	50	96	65	+15
AP Japanese	NA	NA	NA	NA	3	100	NA
AP Music Theory	6	33	8	0	13	77	+77
AP Physics B	83	53	69	83	48	98	+15
AP Physics C- E&M	16	75	22	78	17	76	-2
AP Physics C - Mech	16	88	23	83	20	90	+7
AP Psychology	1	0	NA	NA	46	54	NA
AP Span. Language	55	82	45	71	44	75	+4
AP Span. Literature	9	78	7	29	7	14	-15
AP Statistics	29	48	10	80	1	100	+20
AP Studio Art – Draw	12	8	15	67	17	24	-43
AP Studio Art – 2D	10	60	21	38	21	14	-24
AP Studio Art – 3D	5	100	14	79	10	40	-59
AP US History	196	44	202	58	194	44	-14
AP World History	156	28	145	40	174	34	-7
Total Exams	1498		1623		1539		
Total Candidates	743		727		739		
% of Population	39		40		42		
Overall% Passing	55		59		54		

AP Results School wide	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Candidates			743	727	739
Number of Exams with Passing Score			825	955	841

**IV. Student Performance Data Summary
La Costa Canyon High School**

See details on “V. Summary of Progress Made”

**V. Summary of Progress Made on 2007-2008 Goals
La Costa Canyon High School**

Goal #1 (To increase the number of students scoring at Proficient or Above on the English Language Arts portion of the CST):

Smart goal: To increase the percentage of Economically Disadvantaged students per grade level who are scoring proficient or above on the ELA assessment by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests:

- 9th grade from 33% to 40%
- 10th grade from 24% to 40%
- 11th grade from 28% to 40%

Smart goal: To increase the percentage of English Learner Students per grade level who are scoring proficient or above on the ELA assessment by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests:

- 9th grade from 10% to 25%
- 10th grade from 0% to 25%
- 11th grade from 6% to 25%

Smart goal: To increase the percentage of Hispanic students per grade level who are scoring proficient or above on the ELA assessment by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests:

- 9th grade from 38% to 50%
- 10th grade from 32% to 50%
- 11th grade from 31% to 50%

Smart goal: To increase the percentage of students with Disabilities per grade level who are scoring proficient or above on the ELA assessment by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests:

- 9th grade from 19% to 40%
- 10th grade from 19% to 40%
- 11th grade from 5% to 30%

Progress/Results: Goal 1

Economically Disadvantaged Student Results:

- 9th grade from 33% to 40%
- 10th grade from 24% to 40%
- 11th grade from 28% to 40%

Economically Disadvantaged	Grade 9	Grade 10	Grade 11
2007	33	24	28
2008	39	22	25
2008 goal	40	40	40
Met goal	no	no	no

ITEM 17

English Learner Student Results:

- 9th grade from 10% to 25%
- 10th grade from 0% to 25%
- 11th grade from 6% to 25%

English Learners	Grade 9	Grade 10	Grade 11
2007	10	0	6
2008	10	4	4
2008 goal	25	25	25
Met goal	no	no	no

Hispanic Student Results:

- 9th grade from 38% to 50%
- 10th grade from 32% to 50%
- 11th grade from 31% to 50%

Hispanic	Grade 9	Grade 10	Grade 11
2007	38	32	31
2008	47	28	31
2007 goal	50	50	50
Met goal	no	no	no

Students with Disabilities Results:

- 9th grade from 19% to 40%
- 10th grade from 19% to 40%
- 11th grade from 5% to 30%

Disabilities	Grade 9	Grade 10	Grade 11
2007	19	19	5
2008	35	9	15
2008 goal	40	40	30
Met goal	no	no	no

ITEM 17

Goal #2 (To increase the number of students scoring at Proficient or Above on the Mathematics portion of the CST)

Smart goal: To increase the percentage of students in the General Student Population who score at the proficient level or above on the CST – Algebra I from 22% to 50% by the end of the 2007-2008 school year as evidenced on the Spring 2008 administration of the CA Standards Tests.

Smart goal: To increase the percentage of students in the Economically Disadvantaged, English Learner, and Hispanic population who score at the proficient level or above on the CST – Algebra I by the end of the 2007-2008 school year as evidenced on the Spring 2008 administration of the CA Standards Tests:

- ED: from 11% to 25%
- ELD: from 6% to 25%
- Hispanic: from 11% to 25%

Progress/Results: **Goal 2**

- ED: from 11% to 25%
- ELD: from 6% to 25%
- Hispanic: from 11% to 25%

Algebra 1	All Students	Economically Disadvantaged	English Learner	Hispanic
2007	22	11	6	11
2008	21	8	5	13
2008 goal	25	25	25	25
Met goal	no	no	no	no

ITEM 17

Goal #3 (To increase the number of under-represented students participating in the GATE program):
Smart goal: To increase the number of identified English Learner, Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes from 18% to 30% by the end of the 2007-08 school year as evidenced on the Fall 2007 Enrollment in these programs.

Progress/Results: Goal 3:

Under represented students in AP classes

AP Subject	Number in Classes		Overall Enrollment		Number also in AVID	
	07-08	08-09	07-08	08-09	07-08	08-09
AP Art History	-	10	-	61	-	2
AP Biology	16	12	70	61	-	2
AP Calculus AB	5	-	82	78	1	-
AP Calculus BC	11	-	70	38	-	-
AP Chemistry	14	20	64	79	2	1
AP Economics Micro	29	29	166	162	10	5
AP English Language	55	50	265	260	14	9
AP English Literature	45	46	259	232	17	13
AP Environmental Science	22	24	172	134	4	2
AP French Language	2	2	7	9	1	-
AP French Literature	0	-	2	-	-	-
AP Government, US Politics	30	25	174	183	10	9
AP Music Theory	5	3	15	20	1	-
AP Physics B	11	17	54	76	-	2
AP Physics C	4	-	21	-	-	-
AP Psychology	8	31	77	118	2	13
AP Spanish Language	35	29	51	54	17	13
AP Spanish Literature	-	19	-	24	-	10
AP Statistics	-	7	-	12	-	2
AP Studio Art – Drawing	10	7	56	44	-	2
AP Studio Art – 2D	11	19	61	37	-	1
AP Studio Art – 3D	6	5	21	16	2	-
AP US History	41	46	219	245	9	10
AP World History	33	44	235	281	2	5
Totals		445		2224	Subgroup 20% of Total	

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

1. To provide access to students to up-to-date technology in the school setting.
2. To provide up-to-date instructional technology to teachers.

Progress/Results:

From a one-time grant, the school purchased 34 computers to create an additional computer lab for all teachers to use with their students, bringing a total of 3 labs to support instructional programs throughout the school. To update the equipment in the Science department, the grant was used to purchase 16 Labquest units and 16 graphing calculators. This technology is used to help students to create, access, and analyze the scientific data from their lab activities.

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

1. Develop a character education program to address needs of the school community.

Progress/Results:**CHARACTER DEVELOPMENT PROGRAM**

In May of 2007, the La Costa Canyon High School Climate Committee was formed to hear concerns about the "climate" of LCCHS, investigate these concerns, and to make recommendations to the Department Chairs and site leadership team. During the 2007-08 school year, the Climate Committee recommended a school-wide, character education program that was approved by the Department Chairs. Four pillars of character, which are in alignment with the SDUHSD Strategic Plan was adopted:

- RESPECT
- RESPONSIBILITY
- TRUSTWORTHINESS
- KINDNESS

RESPECT was the school wide focus for the 2007-08 school year with an emphasis on reduction of tardies. The following data indicates tremendous success in this area:

TARDY DATA

Item	2006-07	2007-08	Change	Improve
1 st Semester Total (all periods)	20,569	13,015	-7,554	37%
2 nd Semester Total (all periods)	39,760	15,757	-24,003	60%
Year Total (all periods)	60,329	28,772	-31,557	52%
1 st Semester Students 20+	203	47	-156	77%
2 nd Semester Students 20 +	24	66	+19	
Year Students 20+	227	90	-137	60%

**VI. Planned Improvements in Student Performance (Goals)
La Costa Canyon High School
2008-2009**

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

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #1:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of English Language Learners scoring at Proficient or better on the CST-English Language Arts by 5% or better as measured by the 2009 CST results.	1. CST results - August, 2008	-Collaboration time will be spent on creating common assessments. AP/Honors will create their own assessments separate from college prep. English Learners will be targeted	All activities to be completed before the 2009 STAR test.	Teachers will use D/F notices, common assessments, redesignation rates and STAR scores to measure achievement.
To increase the percentage of Special Education students scoring at Proficient or better on the CST-English Language Arts by 5% or better as measured by the 2009 CST results.	2. CAHSEE results Feb. 2009	-Classes like Academic Literacy which concentrate on long-term English Learners will continue to be funded and will hire instructional aides or trained tutors.		
To increase the number of Economically Disadvantaged students scoring at Proficient or better on the CST-English Language Arts by 5% or better as measured by the 2009 CST results.	3. Common Assessments developed by the English Department	-Teachers will have opportunities to attend English conferences like CABE and CATE.		
To increase the number of Hispanic students scoring at Proficient or better on the CST-English Language Arts by 5% or better as measured by the 2009 CST results. Tests.	4.% of Redesignated students (EL students)	-Teachers will pilot grammar/writing books that work specifically on issues connected to testing.		
School-wide Objectives: Increase the percentage of students school-wide scoring at Proficient or above on the CST-English Language Arts by 5% or better as measured by the 2009 CST results.	5. Less D/F notices for students in subgroups	-Update computers in Read 180 lab to support both recent arrivals and long-term English Learners.		
		-Set up a room with computers to support Special Education long-term English Learners using Read 180.		

ITEM 17

		-Purchase additional resource materials for EL students in their support classes and in their sheltered classes.		
--	--	--	--	--

SCHOOL GOAL #2:

To increase the number of students scoring at proficient or above on the California Standards Tests: Social Science

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of English Language Learners scoring at Proficient or better on the CST-Social Science by 4% or better as measured by the 2009 CST results.	1. CST results - August, 2009	-Analyze specific data for all of our CST subgroups and target areas as a department to better teach the content standards.	February and/or March of 2009 for all activities	Social Science Teachers
To increase the percentage of Special Education students scoring at Proficient or better on the CST-Social Science by 4% or better as measured by the 2009 CST results.	2. LCC Benchmark semester common assessment and end of year common assessment.	-Engage the students and their attitude about the test which we hope will improve student achievement and their performance in all CST tests as measured by their performance on LCC Social Science common assessments and the CST in Social Sciences in the Spring of 2009.		
To increase the number of Economically Disadvantaged students scoring at Proficient or better on the CST-Social Science by 4% or better as measured by the 2009 CST results.		-Reexamining the timelines that we use for the course to see if we can get through more of the material before CST time.		
To increase the number of Hispanic students scoring at Proficient or better on the CST-Social Science by 4% or better as measured by the 2009 CST results.		-Continued time for additional collaboration (2-3 sub days per course) to further refine and common assessments and analyze data.		

ITEM 17

<p>School-wide Objectives: Increase the percentage of students school-wide scoring at Proficient or above on the CST-Social Science by 4% or better as measured by the 2009 CST results.</p>		<p>-Target Far Below Basic and Below Basic students to offer help (on voluntary Saturday support school) in areas of deficiencies for a twofold reason: 1. To truly offer students who need help with the content standards they help they need, and; 2. To make sure students who are not trying on the CST because they see no ramifications in their taking it or not realize that we will be targeting them to perhaps be more serious about the CST.</p>		
		<p>-Pay for support Saturday sessions or support classes</p>		

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #3:

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

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of English Language Learners scoring at Proficient or better on the CST-Science by 2% or better as measured by the 2009 CST results.	1. CST results - August, 2009	Release/Hourly time to: - identify students in statistically significant sub-groups -collaborate with academic support teachers, at least once per quarter -collaborate with teachers of sheltered classes within the Science department -collaborate with co-teachers within the Special Education department -write targeted test-prep questions and review commercial packages that prepare students with content and test-taking skills -develop a new hands-on lab activity for each subject area (Earth Science, Biology, Chemistry, Physics)	Complete by June, 2009	Science department chair, Science department sheltered teachers, Science teachers
To increase the percentage of Special Education students scoring at Proficient or better on the CST-Science by 2% or better as measured by the 2009 CST results.	2. Quarterly course grades for enrolled Science classes	-Purchase five projectors to be mounted in classrooms that do not currently have them.		
To increase the number of Economically Disadvantaged students scoring at Proficient or better on the CST- Science by 2% or better as measured by the 2009 CST results.		-Purchase five document cameras, one for each science building, to be shared within that building.		
To increase the number of Hispanic students scoring at Proficient or better on the CST-Science by 2% or better as measured by the 2009 CST results.				
School-wide Objectives: Increase the percentage of students school-wide scoring at Proficient or above on the CST-Science by 2% or better as measured by the 2009 CST results.				

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #4:

To increase the number of students scoring at proficient or above on the California Standards Tests: Mathematics

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of English Language Learners scoring at Proficient or better on the CST- Mathematics by 3% or better as measured by the 2009 CST results.	1. CST results - August, 2009	-Write common assessments for tested areas.	-Done continuously throughout the year, -common assessments to be administered quarterly.	-Teams of math teachers working on each course.
To increase the percentage of Special Education students scoring at Proficient or better on the CST- Mathematics by 3% or better as measured by the 2009 CST results.	2. Scores on common assessments	-Collaborate in discussing results of tests.		
To increase the number of Economically Disadvantaged students scoring at Proficient or better on the CST- Mathematics by 3% or better as measured by the 2009 CST results.		-Purchase resource materials for areas that need improvement.		
To increase the number of Hispanic students scoring at Proficient or better on the CST- Mathematics by 3% or better as measured by the 2009 CST results.		-Create resources for areas that need improvement.		
School-wide Objectives: Increase the percentage of students school-wide scoring at Proficient or above on the CST- Mathematics by 3% or better as measured by the 2009 CST results.		-Visit other schools or districts to see what they are doing to improve their scores.		
		-Look at purchasing TEST BEST test prep for STAR tests or some other test generator.		
		-Look at moving failing students in Algebra I into Algebra IA.		
		-Laminated posters of Blueprints for Algebra I, Geometry, Algebra II, and Summative math to be posted in each room.		
		-Send teachers to yearly Math Conference.		
		-Purchase calculators for TI presenters that we have already purchased.		

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #5:

To implement various models for promoting responsibility, acceptance, and a sense of community

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Develop a character education program to address needs of the school community with a focus on kindness for the 08-09 school year.	1. Climate committee to monitor number of referrals.	-In November of 2008, a team of staff and parents from the LCCHS Climate Committee will be attending a three-day character education conference with the goal of coming back and making recommendations to Department Chairs for additions, adjustments, and/or infusion of new ideas and best practices to the current LCCHS character development program.	-Ongoing	Teachers- Develop/Implement policies Climate Committee – Collect input and establish program. Administration – Support/Assist with implementation of new policies, work to inform the greater school community
	2. Review/analyze Healthy Kids Survey Data			

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #6:

To update and provide access to technology for all students and staff

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
The goal is to increase access for students to up-to-date technology in the school setting.	1. Monitor acquisition and set-up of technology.	-Develop and implement a technology plan for the school-side community.	Spring, 2009	Technology committee, LCC Foundation Board, School Administrative Team
The goal is to provide up-to-date instructional technology to teachers.	2. Monitor teacher and student use of new technology	-Work with the LCC Foundation to prioritize and fund each step of the plan, using matching funds wherever possible.		

**School Goals for Improving Student Achievement
La Costa Canyon High School
2008-2009 SPSA**

SCHOOL GOAL #7:

To increase the number of under-represented students participating in the GATE program and enrolled in Advanced Placement Courses

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>To increase the number of identified English Learner, Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes from 20% to 25% by the end of the 2008-09 school year as evidenced on the Fall 2009 enrollment in these programs.</p>	<p>1. Enrollment numbers of under-represented students in Honors and Advanced Placement courses.</p> <p>2. Enrollment numbers of under-represented students in AVID,</p>	<p>-Identify English Learners, Re-designated English Learners, and ethnic minority students who have the potential to succeed in Honors or AP classes but are not currently enrolled.</p> <p>-Provide review sessions to help students prepare for AP exams.</p> <p>-Provide professional development opportunities and collaboration time for teachers of Honor/Advanced Placement courses</p> <p>-Provide opportunities for AP teachers to visit prerequisite classes to explain AP.</p> <p>-Provide supplemental materials to aid instruction, including technology</p> <p>-Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>-Sponsor educational activities appropriate to student needs such as college visitations.</p> <p>-Conduct Parent Orientation Nights to educate parents about rigor, demands, benefit of program.</p> <p>-Annual ELD Field Trip— Provides academic enrichment for EL students, increasing their interest in school and exposing them to opportunities outside the classroom. Students feel inspired to challenge themselves in school by taking more advanced classes.</p> <p>-Counseling outreach to all sub-groups</p>	<p>September, 2009</p>	<p>AP and Honors teachers, AVID teachers, and Counselors</p>

ITEM 17

		<ul style="list-style-type: none">-College visits for under-represented students.-Graphing calculators for student loan program.-Provide on-line SAT preparation course for no cost to students.		
--	--	--	--	--

ITEM 17

VII. School Site Council Membership La Costa Canyon High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Craig Lewis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Emmerson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
June Honsberger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paula Furgerson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randa Fast-Medley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharon Talmadge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elise Carlson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Megan Carnow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Julianne Scheidler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ashely Lewis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Meredith Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lisa Provenzano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Carnow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jill Neal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharon Sorenson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Cortez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Sheetz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarke Caines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	6	3	4	5

**VIII. Programs Included in this Plan
La Costa Canyon High School**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$86,894
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$71,689
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education	\$44,496
One Time Grant	111,999
Total amount of state categorical funds allocated to this school	\$302,418

ITEM 17

La Costa Canyon Site Council Budget
2008-2009

SIP		EIA		GATE		ONE TIME \$	
Sp Ed wrkshp/sub	\$3,200.00	English Cabe	\$1,250.00	EL stu field trip	\$1,400.00	Repl Sci devices	\$5,674.00
Eng release days	\$4,800.00	Sh Sci sub pay	\$ 540.00	AVID field trips	\$2,760.00	Repl/Support Technology needs	\$4,000.00
Math conf	\$1,500.00	ELD Math support	\$7,000.00	Drama materials	\$ 500.00		
Worbks/supplies	\$2,000.00	EL Resource materials	\$2,000.00	Music materials	\$ 500.00		
		<i>Science</i>	\$ 500.00				
Math release days	\$6,000.00	<i>Math</i>	\$ 500.00				
		<i>English</i>	\$ 500.00				
		<i>Social Science</i>	\$ 500.00				
Math tutoring	\$8,000.00	Cmptrs for Read 180	\$7,200.00	Video materials	\$ 500.00		
English tutoring	\$8,000.00	Repl cmpters for Read 180 lab	\$22,800.00	AP Soc Sci subs	\$ 400.00		
Soc Sci release days	\$3,500.00	Additional AVID sec.	\$21,224.00	Method test prep	\$2,895.00		
Science release days	\$3,500.00	Tutoring specialist	\$11,840.00	Presentation calcs	\$ 800.00		
		2 ELD Inst Instr. Aides	\$ \$ \$33,406.00	AP review sessions	\$5,000.00		

Doc Cameras/Proj.	\$9,000.00			Dance support	\$ 750.00		
Character Ed Supplies	\$ 500.00			Counseling Supt	\$5,000.00		
				AVID graphic calcs for loan	\$1,200.00		
				AVID review mat'ls	\$ 500.00		

	SIP	EIA	GATE	LIBRARY	ONE TIME \$
SSC Allocation	\$50,000.00	\$107,260.00	\$24,965.00	\$0	\$9,674.00
District Allotment	\$89,940.00	\$116,627.00	\$39,026.00	\$20,178.00	\$17,053.00
Remainder	\$39,940.00	\$ 9,367.00	\$14,061.00	\$20,178.00	\$7,379.00

Library Plan for San Dieguito Union High School District

Site Council Goals (highlighted in chart):

1. Increase the number of collaborative, standards-based lessons in the library with an emphasis on underachieving students
2. Purchase fiction and nonfiction and online databases to support the curriculum and recreational reading
3. Pay for professional development for library staff

	Where are we now?	Where do we want to be?	What we will do this year	Responsible Parties
COLLECTION				
# of Books Books per student ratio	27,113 10.23 books per student	20+ books per student	Map the collection 2. Purchase fiction and nonfiction to support the curriculum and recreational reading (Students in ninth and tenth grades are expected to read independently about 1 and ½ million words annually, two million words annually by the end of 12 th grade - CA Reading/LA Framework)	Library Staff with input from staff, students and parents. Library Advisory Board Use Book-in-Print and other professional review sources
Average age (copyright) of Nonfiction books	1992	More current	Weed out-of date books, replace if necessary	Library staff
Periodicals (print)	35	35	Review selections	Library staff with input
Non Print/online databases	4 Collections of databases with many more available from public libraries	Increase or change selections as needed for research	2. Purchase online databases to support the curriculum. Provide 4 quality online databases	Library staff Library Advisory Board

ITEM 17

	Where are we now?	Where do we want to be?	What we will do this year	Responsible Parties
Library Media Teacher	1	1	1. Increase the number of collaborative, standards-based lessons in the library with an emphasis on underachieving students. 3. Pay for professional development	Teacher/Librarian
Library Tech	.8 (.2 Textbook Clerk)	1		
ACCESS AND USE				
# of hours open per week	40.5 hours	Continue as is		Library staff, Library Advisory Board and Personnel Dept.
Open for after hour or community use?	Yes, after school tutoring 7.5 hours per week, various community groups meet here	Continue as is	Open Monday thru Thursday until 4 PM, Wednesday night until 8:30 PM for tutoring	
# of materials circulated in 07/08	3084 (2006-2007 2433)	10,000	Continue to promote reading and teaching students how to find books in the library	
LIBRARY ROGRAM				
Information Literacy: Use, locate, evaluate and use information effectively	Students get help as needed during research lessons	Information literacy skills are as part of every research project	Continue to collaborate with teachers	Library staff
Flexible scheduling to meet class needs	Yes	Continue as is	Continue as is	

ITEM 17

	Where are we now?	Where do we want to be?	What we will do this year	Responsible Parties
Technology integration	More teachers are incorporating technology in their curriculum	Encourage teachers to integrate technology	Continue helping teachers individually and thru technology committee	
Collaborative Planning and teaching	Some teachers incorporate research projects in their curriculum	Work with teachers to help students master both content and information literacy standards.	Encourage teachers to plan research projects with teacher/librarian	Teacher/Librarian
Reading Motivation	A few English teachers bring their students in for book checkout.	Work with teachers to incorporate more reading. Motivate students to read for both information and pleasure.	California Young Reader Program READ posters Wish List (purchase requested books) Author Visits Book talks Promote new books	Library staff Teachers
Ethical use of Resources	Academic honesty discussed during orientation and reinforced during research lessons Subscription to Turnitin.com	Students learn to take notes, paraphrasing text and correctly citing their sources	Incorporate in research lessons	Teacher/Librarian teachers
BUDGET				
Sources	Site budget, State Funding thru Site Council, LCC Foundation	Adequate budget for purchase of resources and materials and supplies for library	Continue to advocate for necessary funds and apply for grants.	Teacher/Librarian

**Recommendations and Assurances
La Costa Canyon High School**

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: 10-23-08.

Attested:

Craig Lewis		
Typed name of school principal	Signature of school principal	Date
Stephanie Carnow		
Typed name of Council President	Signature of Council President	Date

The Single Plan for Student Achievement

San Dieguito High School Academy

School Name

37-68346-3737418

CDS Code

Date of this revision: 10/31/08

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

Contact Person: Michael Grove
Position: Principal
Telephone Number: (760) 753-1121
Address: 800 Santa Fe Drive
Encinitas, CA 92024
E-mail Address: michael.grove@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission San Dieguito High School Academy

Vision:

We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

Mission:

San Dieguito Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression.

II. School Profile

San Dieguito High School Academy

Community Surroundings

San Dieguito Academy is located in north San Diego County. All 9th through 12th grade students who are residents of the San Dieguito Union High School District may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School), or San Dieguito High School Academy or Canyon Crest Academy (schools of choice). Students who live in Cardiff-by-the-Sea, Carmel Valley, Del Mar, Encinitas, Fairbanks Ranch, La Costa, Leucadia, Olivenhain, Rancho Santa Fe and Solana Beach bring a rich diversity of socio-economic backgrounds to San Dieguito Academy.

School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school with a student population of 1494. Its campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. It is a learning community which encourages active student involvement, leadership, and teamwork. SDA values rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Students volunteer their time in many ways.

Our active Associated Student Body supports many activities for student involvement throughout the year. Academics, media, languages other than English, career interest areas, community service, physical activities, and politics are represented by the many clubs and events on campus. Parents and community members are encouraged to take an active role at SDA. They are members of Site Council, SDA Foundation, Student Success Services, and serve in volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at MiraCosta or Palomar Community Colleges. From the class of 2008, 24% are attending two-year colleges and 73% are attending four-year colleges, some of which are: John Hopkins University, Haverford University, Arizona State University, Loyola, Lehigh University, University of Arizona, University of Colorado, BYU, Cornell University, Boston University, University of San Diego, Northwestern University, Santa Clara University, Biola University, Brown University, Chapman University, Lewis and Clark College, University of Oregon, and a variety of colleges within the University of California and Cal State systems.

Schedule

The high school operates on a "4 x 4" block schedule in which students attend four 90-minute classes each day. There are two 18-week terms, which are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to carry 80 credits a year. Because of this schedule, SDA students can enroll in a wide array of elective courses, including video production, sociology, photography, surf, computer repair and programming, speech and debate, theatre, and music.

Faculty

The faculty at SDA completely reflects the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. Over half of SDA certificated faculty members hold advanced degrees. All staff members have chosen to join the SDA team because they share the vision of this unusual learning environment. Teachers and counselors serve as homeroom advisors to students and as liaisons to their parents. Students have the special opportunity of remaining with the same homeroom advisor throughout their four years in high school.

Teachers meet quarterly for the NESST/WINGS program (a program sharing support strategies for 9th and 10th graders) to develop action plans designed to improve a student's academic success.

Graduation Requirements

The graduating class is required to obtain a minimum of 230 credits (5 for each quarter class passed with a D or better). Students must also demonstrate proficiency in English and math by passing the California High School Exit Exam. All graduates must also pass algebra. Coursework must include:

- 40 credits in English
- 30 credits in math
- 20 credits in science
- 20 credits in physical education
- 10 credits in world history
- 10 credits in United States history
- 5 credits in health or 10 credits in PE/health
- 10 credits in economics/government
- 10 credits in visual performing arts
- 5 credits in practical arts

It is the policy of San Dieguito Union High School District to not academically rank students.

Opportunities to Excel

San Dieguito Academy offers many extra curricular and leadership experiences. Students may compete in the following academic teams: Speech and Debate, and Mustang Minds. Our 18 athletic teams compete in the Coastal Conference. AVID (Advancement Via Individual Determination), Associated Student Body, and the Human Relations Council allow students who demonstrate academic potential, leadership skills, and interest in helping others to contribute to the school community while expanding their own abilities.

Honors & Advanced Placement Classes

San Dieguito Academy offers 28 honors and/or advanced placement classes:

- English 9, Honors Pre-Calculus, Honors
- English 10, Honors AB Calculus, AP
- English Language, AP BC Calculus, AP
- English Literature, AP Calculus D, AP
- AP Studio Art Environmental Science, AP
- Economics, AP Chemistry, AP
- U.S. History, AP Physics B, AP
- European History, AP Physics C, AP
- Geometry, Honors Japanese Language, AP
- Algebra II Trig., Honors Spanish Language, AP
- Music Theory, AP AP Psychology

Special Course offerings

- Internships in real-world settings
- Visual and performing arts
- CIF and club sports
- Instrumental, computer composition, recording studio
- Culminating senior project, internship
- AVID (Advancement Via Individual Determination)
- Peer Assistance Listeners (PALs)
- American Sign Language
- Comprehensive technical program including metals, welding, automotive, photography, and other ROP courses
- Advanced computer science courses including programming, computer networking, and computer repair
- Peer Tutoring

Career Preparation

San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers.

All ninth graders take the Technology Wheel course in which they explore four sectors of technology and one unit of visual arts. This class helps students understand their abilities and interests through inventories and activities. They use CHOICES (an Internet career and academic planning interactive program) and prepare a four year Personal Learning Plan. Every San Dieguito Academy student receives a copy of Career Pathways listing all Academy courses (including ROP) that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners that link to individual career pathways.

Students may also participate in Internship to further explore a field of interest in a real world setting.

Accreditation

Western Association of Schools and Colleges (WASC)

It shall be the policy of the San Dieguito Union High School District to prohibit discrimination or harassment on the basis of sex, disability, race, color, national origin, religious creed, age, marital status, or sexual orientation in the educational programs and activities which it operates.

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 9	76.0	79.0	81.0	75.0
Grade 10	70.0	66.0	72.0	72.0
Grade 11	64.0	67.0	67.0	70.0
Math (Summative)				
All Grades	38.0	22.0	8.0	
Grade 10				
Grade 11				
Algebra I				
All Grades	16.0	21.0	11.0	4.0
Grade 9	18.0	27.0	12.0	5.0
Grade 10	0.0	3.0	7.0	0.0
Grade 11		5.0	7.0	
Geometry				
All Grades	49.0	46.0	29.0	26.0
Grade 9	68.0	71.0	42.0	35.0
Grade 10	18.0	14.0	10.0	9.0
Grade 11	4.0	3.0	3.0	0.0
Algebra II				
All Grades	32.0	30.0	25.0	21.0
Grade 9		69.0	57.0	53.0
Grade 10	44.0	39.0	33.0	27.0
Grade 11	3.0	7.0	2.0	3.0
Biology				
All Grades	62.0	59.0	62.0	65.0
Grade 9	80.0	75.0	73.0	74.0
Grade 10	52.0	51.0	55.0	56.0
Grade 11	40.0	41.0	50.0	61.0
Chemistry				
All Grades	55.0	37.0	36.0	32.0
Grade 10	77.0	41.0	47.0	40.0
Grade 11	37.0	34.0	24.0	19.0
Earth Science				
All Grades	38.0	54.0	45.0	39.0
Grade 9	39.0	58.0	53.0	41.0
Grade 10	32.0	23.0	25.0	34.0
Physics				
All Grades	52.0	54.0	43.0	55.0
Grade 10				
Grade 11	54.0	55.0	43.0	53.0
World History				
Grade 10	58.0	51.0	39.0	46.0
US History				
Grade 11				

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	830	10	4	Yes
2006	814	10	4	Yes
2007	829	N/A	N/A	Yes
2008	816			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino	707	733	714	720
Pacific Islander				
White	827	853	824	820
Socioeconomically Disadvantaged			682	663
English Learners	--			
Students with Disabilities	--			

III. Student Performance Data (cont'd)

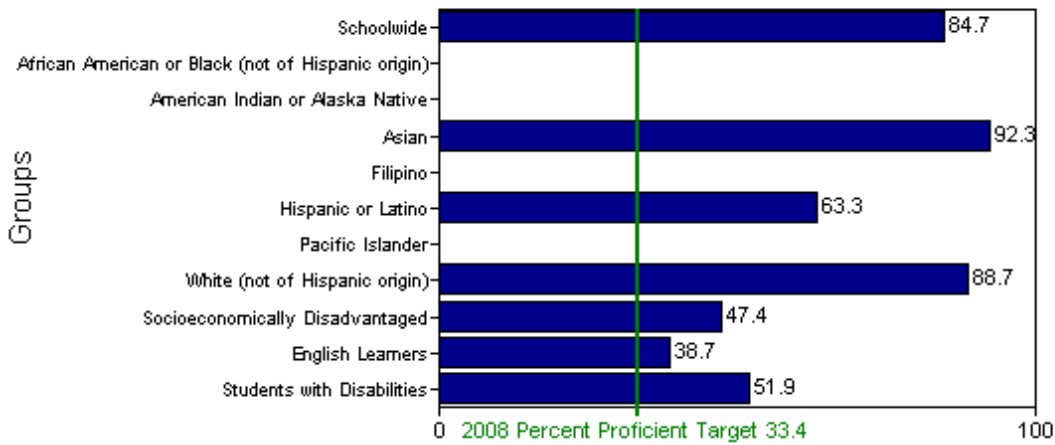
**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	96	100	100	97	100	100	100	100	100	100	100
Number At or Above Proficient	309	317	332	260	263	268	--	--	--	16	26	24
Percent At or Above Proficient	86.6	85.9	84.7	90.6	88.6	88.7	--	--	--	94.1	92.9	92.3
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

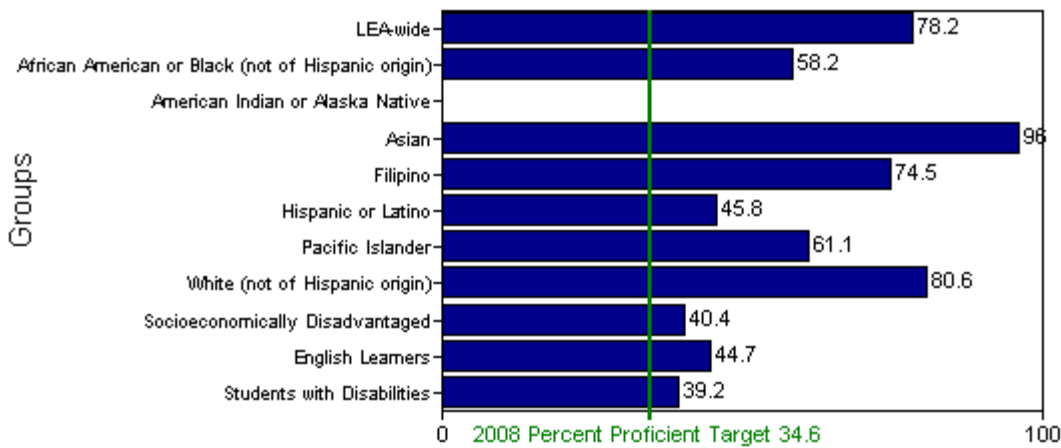
AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	89	100	100	100	100	100	97	100	100	94	100
Number At or Above Proficient	29	25	38	6	7	12	16	18	18	8	7	14
Percent At or Above Proficient	61.7	64.1	63.3	25.0	38.9	38.7	51.6	56.3	47.4	32.0	24.1	51.9
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	--	--	Yes	--	--	--	--	--	--	--	--	--

2008 ADEQUATE YEARLY PROGRESS

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	97	99	100	96	99	100	100	100	100	100	100
Number At or Above Proficient	305	321	324	257	261	263	--	--	--	16	27	25
Percent At or Above Proficient	85.2	86.5	82.9	89.2	88.2	87.4	--	--	--	94.1	96.4	96.2
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	96	100	100	95	100	100	97	100	100	94	100
Number At or Above Proficient	28	29	34	7	6	11	16	18	17	12	12	14
Percent At or Above Proficient	59.6	69.0	56.7	29.2	35.3	35.5	51.6	56.3	44.7	48.0	41.4	50.0
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	--	--	Yes	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	21	8	42	4	21	3	16			19
10	2	13	9	60	4	27					15
11	3	43	2	29	2	29					7
12	2	40	3	60							5
Total	11	24	22	48	10	22	3	7			46

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
English Language Arts

The table below displays the percent of San Dieguito High School Academy students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	98%	96%	96%	82%	97%	95%	97%	95%
Statewide	76%	70%	61%	61%	77%	58%	79%	61%
Male	98%	95%	95%	n/a	96%	95%	97%	95%
Female	98%	97%	97%	n/a	97%	95%	98%	95%
White not Hispanic	99%	99%	98%	n/a	99%	97%	99%	98%
Hispanic/Latino	82%	79%	82%	n/a	87%	80%	90%	84%
Asian	100%	100%	n/a	n/a	96%	96%	100%	100%
African American/Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiple/No response	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Only								
Redesignated FEP	82%	82%	100%	91%	89%	100%	100%	100%
English Learner	n/a	n/a	n/a	47%	n/a	53%	63%	57%
Special Education	87%	80%	80%	69%	66%	65%	69%	61%
Socioeconomically Disadvantaged	82%	76%	87%	79%	84%	79%	84%	80%
Non-Socioeconomically Disadvantaged	99%	98%	99%	98%	98%	97%	99%	97%

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
Mathematics

The table below displays the percent of San Dieguito High School Academy students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	98%	98%	97%	97%	98%	98%	95%	92%
Statewide	74%	63%	59%	59%	76%	58%	78%	60%
Male	96%	97%	98%	98%	97%	96%	96%	94%
Female	97%	95%	96%	96%	98%	96%	94%	91%
White not Hispanic	99%	97%	98%	98%	99%	99%	97%	96%
Hispanic/Latino	86%	84%	87%	87%	88%	81%	83%	75%
Asian	n/a	n/a	100%	100%	100%	100%	100%	100%
African American/Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiple/No response	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Only								
Redesignated FEP	91%	91%	91%	91%	100%	94%	96%	96%
English Learner	n/a	n/a	n/a	47%	n/a	53%	50%	41%
Special Education	89%	79%	84%	74%	75%	70%	52%	46%
Socioeconomically Disadvantaged	91%	99%	87%	83%	84%	73%	76%	69%
Non-Socioeconomically Disadvantaged	99%	97%	100%	99%	99%	99%	97%	96%

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2003	2004	2005	2006	2007	2008
S A T	% of Seniors Taking	n/a	72%	81%	81%	81%	79%
	Mean Verbal	n/a	n/a	n/a	554	556	551
	Mean Math	n/a	571	571	570	575	575
	Mean Critical Reading	n/a	564	556	553	558	547
	Mean Total						
A C T	% of Seniors Taking	n/a	26%	27%	34%	39%	41%
	Avg. Composite Score	n/a	23.2	23.4	24.0	23.8	24.1

III. Student Performance Data (cont'd)

Advanced Placement - SDA

AP Subject	2006 # of Exams	2006 % Passing	2007 # of Exams	2007 % Passing	2008 # of Exams	2008 % Passing	% +/- between 07 & 08
AP Art History	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Biology	0	0	25	68	14	93	+25
AP Calculus AB	32	84	33	67	36	89	+22
AP Calculus BC	n/a	n/a	49	86	25	88	+2
AP Chemistry	54	54	45	60	56	41	-19
AP Chinese	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Comp Science A	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Comp Science AB	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Comparative Gov.	11	64	33	52	11	82	+30
AP Econ/MAC	26	31	11	55	6	33	-22
AP Econ Micro	59	69	41	56	30	43	-13
AP Eng. Lang.	164	55	140	66	158	71	+5
AP Eng. Lit.	66	80	65	60	45	76	+16
AP Env. Science	23	91	52	58	32	62	+4
AP Euro. History	12	92	36	69	13	62	-7
AP French Lang.	17	47	17	59%	15	47	-12
AP French Lit.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP German	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Gov/Pol US	121	52	82	40	104	47	+7
AP Japanese	n/a	n/a	16	69	9	67	-2
AP Music Theory	n/a	n/a	23	48	7	71	+23
AP Physics B	0	0	0	0	8	25	+25
AP Physics C- E&M	31	92	42	26	22	23	-3
AP Physics C - Mech	32	72	45	33	26	57	+24
AP Psychology	28	64	28	93	34	85	-8
AP Span. Language	53	87	42	86	50	74	-12
AP Span. Literature	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP Statistics	n/a	n/a	1	0	10	70	+70
AP Studio Art – Draw	1/1	100	2	50	2	100	+50
AP Studio Art – 2D	6/1	17	9	55	7	86	+31
AP Studio Art – 3D	1/0	0	2	50	n/a	n/a	n/a
AP US History	119	77	72	62	110	69	+7
AP World History	115	44	101	61	108	61	-
Total Exams	1025	553	1012	618	938	576	
Total Candidates	431		430		416		
% of Population	29		29		28		-1
Overall% Passing	64		61		64		+3

AP Results School wide	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Candidates			431	430	416
Number of Exams with Passing Score			553	618	576

IV. Student Performance Data Summary San Dieguito High School Academy

The members of the San Dieguito High School Academy School Site Council met for a four hour workshop on October 21, 2008 to review the data and assess progress towards goals. Many variables were taken into consideration. These included both academic and motivational factors that may have influenced the data. Based on that data and progress towards goals, new goals were written for the 2008-09 school year. The SDA Site Council was joined by department chairs to help compose these new goals. The following was noted:

SUMMARY OF PROGRESS MADE ON 2007-2008 GOALS

Equity in education is important to San Dieguito Academy and the School Site Council. On the whole, our students do very well. We felt it was important to disaggregate data, however, to determine if all students were as successful. The council reviewed CST data, AYP data, and grade reports of students identified in our under-performing subgroups. It is important to note that while only three of our sub-groups are statistically significant (socioeconomically disadvantaged, whites, and Hispanics) we looked at the academic success rate of all subgroups, including students with disabilities and English learners. A special team of counselors, administrators, special education teachers, teachers of English learners, and school psychologists also reviewed data and discussed progress of individual students. Individual action plans were devised for each student identified as needing intervention.

The School Site Council and the specialist team concluded that adequate progress had not been made in English Language Arts with 9th grade students with disabilities scoring at proficient or above (from 24% to 23%.) Likewise in mathematics (algebra) 0% of ninth grade students with disabilities scored proficient, compared to 5% of the general population.

The socioeconomically disadvantaged students make up approximately 10% of our student population. They did not demonstrate academic improvement in 9th grade. These 9th graders did not improve (49% in English Language Arts in 2007 to 49% in 2008) compared to the general population of which 85% are proficient. Socioeconomically disadvantaged eleventh graders' scores did not improve, either. In English Language Arts they dropped from 39% to 27%. In geometry 19% of socioeconomically disadvantaged students were proficient in 2007. In 2008, 0% of this subgroup achieved proficiency. (In comparison, 35% of the general population of 9th graders achieved proficiency in geometry.) While this data does not represent the same cohort of students, the lack of academic progress does cause concern.

The English language learners at San Dieguito Academy are a unique population. The vast majority of these students have been in school in the United States for eight to nine years, yet many remain in the ELD program based on CELDT scores and teacher reports. 41 students are designated as English learners, though many have now tested out of the program. 85% of the general population is considered proficient in English Language Arts, but only 39% of students in this subgroup are proficient. In mathematics, the academic success rate (proficient or above) of ELL students is only 36%.

San Dieguito Academy School Site Council also set goals in educating all students in an environment that is safe, drug-free, and conducive to learning. 87% of 9th graders reported feeling safe on campus, and 89% of 11th graders, as evidenced by the Healthy Kids Survey provided by UCSD. According to the survey, marijuana use remained consistent, with 35% reporting lifetime use in 2007, and 35% in 2008. We were gratified to note that lifetime use of alcohol dropped from 67% in 2007 to 56% in 2008.

In keeping with the No Child Left Behind Act, SDA School Site Council is charged with narrowing the gap between under-performing students and the general student body to provide equity for all students. In addition, we want to raise the academic performance level of ALL students across the board. In the 2008-2009 school year, SPSA goals will continue to focus on closing the achievement gap for economically disadvantaged students, students with disabilities, and English learners to receive additional resources and learning strategies and opportunities. We also will work with departments in the core academic subject areas to develop school-wide goals. Throughout the 2008-09 school year, we will monitor progress towards these goals using measurable objectives. Teachers will be encouraged to examine data, explore learning strategies, and develop comprehensive learning plans to specifically target all students. Areas of emphasis include English Language Arts and Mathematics, Science and Social Science.

For a visual presentation of the performance of sub-groups at San Dieguito Academy, please see the attachment, AYP Progress.

V. Summary of Progress Made on 2007-2008 Goals San Dieguito High School Academy

Goal #1 (Increase the percentage of students scoring at Proficient or above on the English language portion of the California Standards Test.):

- To increase by 3% the percent of economically disadvantaged 9th students scoring at Proficient or above: from 49% of 9th graders to 52%. Not met: 49%
 - To increase by 10% the percent of 11th graders identified as economically disadvantaged scoring at Proficient or above from 39% to 43% by the end of the 2007-08 school year. Not met: 27%
- Support English Learner students in earning a GPA of 2.0 and above in their English class by the end of the 2007-08 school year. Not met: 25% of EL students earned less than 2.0 GPA in English
- To increase the percent of 9th grade students with disabilities scoring at Proficient or above by 3%: from 30% to 33% on the CST by the end of the 2007-08 school year. Met: 37%
- To increase the percent of 11th grade students with disabilities scoring at Proficient or above by 3%: from 24% to 27% on the CST by the end of the 2007-08 school year. Not met: 23%

Progress/Results:

San Dieguito Academy did not meet Goal One as measured by the objectives established in our Single Plan for Student Achievement. Our goal was increase the percent of students scoring at Proficient or above on the English language portion of the California Standards Test. We wanted to increase the percent of economically disadvantaged 9th grade students scoring at Proficient to 52%, but only 49% were able to accomplish this goal. In addition, while our goal was to have 43% of economically disadvantaged 11th graders achieve proficiency, only 27% demonstrated proficiency.

An additional objective was to support English Learner students in earning a GPA of 2.0 in English. Only 25% of those students were able to accomplish that goal.

We also set an objective to increase the percent of 9th grade students with disabilities scoring at Proficient or above to 33%. We are pleased to report that 37% of these students did meet that goal. 23% of our 11th grade students with disabilities scored at Proficient or above. This did not meet our objective of 27%.

Goal #2 (Increase the percentage of 9th grade students scoring at Proficient or above on the Algebra and Geometry mathematics portion of the California Standards Test.)

Progress/Results:

The measurable objectives were not met in our math goal. We focused on 9th graders to build a strong mathematical foundation for our students. We hoped to increase the number of economically disadvantaged students scoring at proficient to 9%. Unfortunately, the percent remained at 0%. Additionally, 0% of our economically disadvantaged 9th graders scored at proficient on the Geometry portion of the CST.

We set the objective of supporting our English Learner students in earning a 2.0 GPA in math in 2007-98. 43% of our English Learner students were able to accomplish this goal.

We also intended to increase the percent of 9th grade students with disabilities scoring at proficient or above on the algebra portion of the CST to 31%. Again, we did not accomplish this goal, with 0% scoring proficient.

ITEM 17

Goal #3 (Goal # 3 Educate all students in an environment that is safe, drug-free, and conducive to learning.):

- To increase by 3% the number of students who report feeling safe on campus, from 89% to 92% of 9th graders, and from 88% to 91% of 11th graders as reported on the California Healthy Kids Survey. Not met: 87% of 9th graders reported feeling safe, 89% of 11th graders
- To decrease by 3% the percent of students who report lifetime substance use of marijuana on the California Healthy Kids Survey, from 35% to 32%. Not met: 35% report lifetime use
- To decrease by 3% the percent of students who report lifetime substance use of alcohol on the California Healthy Kids Survey, from 67% to 64%. Met! 56% report use of alcohol

Progress/Results:

According to the Healthy Kids Survey administered by UCSD, we did meet or partially met our goals in educating students in an environment that is safe, drug-free, and conducive to learning. 87% of the 9th graders reported feeling safe, while 89% of the 11th graders reported feeling safe. While this is a positive increase, it did not quite meet our goals.

We hoped to decrease the number of students reporting lifetime substance abuse to 32%. It remained consistent at 35%.

Additionally, we met our objective of decreasing the number of students reporting lifetime use of alcohol. We aimed for 64% of our students, but are happy to note that we exceeded our objective with 56% of students reporting lifetime use of alcohol.

**VI. Planned Improvements in Student Performance (Goals)
San Dieguito High School Academy
2008-2009**

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

**School Goals for Improving Student Achievement
San Dieguito High School Academy
2008-2009 SPSA**

SCHOOL GOAL #1:

Increase the percentage of students achieving proficiency (or above) in written expression, written conventions, and reading comprehension

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
Increase by 5% the percent of 9th and 10th graders scoring 4 or above on the DWA, from 70% to 75%	Average score of 4 on DWA within the sub-groups.	SDA English Department meetings and focus on timed-writing strategies	Quarterly, 08-09 school year	SDA English Dept.
Increase by 2% the average score of SDA students on the SAT writing section and on the verbal section.	SAT scores on the 2009 administration of the exam.	SDA English Department meetings and focus on timed-writing strategies	Quarterly, 08-09 school year	SDA English Dept.
Increase 9th graders' reading comprehension on CST from 8% above minimally proficient to 12%.	SAT scores on the 2009 administration of the exam.	Sharing/teaching "active" reading strategies. Overtly teaching these basic skills	Ongoing throughout the school year	SDA English Dept.
Increase SDA 10th graders' word analysis and vocabulary achievement on CST from 4% proficient to 4% above minimally proficient.	CST scores on the 2009 administration of the exam	School-wide cross-curricular teaching of Greek & Latin roots	Teacher inservice, Spring, 09	All SDA Teachers
Increase SDA 10th graders' written conventions on CST from 1% above minimally proficient to 4%.	CST scores on the 2009 administration of the exam	School-wide cross-curricular teaching of MLA formatting	Teacher inservice, Spring, 09	All SDA Teachers
Increase SDA 11th graders' reading comprehension on CST from 4% above minimally proficient to 8%.	CST scores on the 2009 administration of the exam	Sharing/teaching "active" reading strategies. Overtly teaching these basic skills	Teacher inservice, Spring, 09	SDA English Dept.
SUBGROUPS: Increase the CAHSEE English language pass rate for English learners and students in special education, from 57% to 60% and from 61% to 64%, respectively.	CAHSEE Scores 2009	Identify appropriate students needing intervention	Once each term, 08-09 school year	SDA English Dept., counselors
On the ELA CST, increase percent of students in the Hispanic, EL, socioeconomically disadvantaged, and special education subgroups scoring proficient or above by 2%, from 64% to 66%, 39% to 41%, 47% to 49%, and 52% to 54%, respectively.	CST scores on the 2009 administration of the exam SDA Class Lists (AERIES)	Increase enrollment of eligible students in AVID. Increase the number of AVID students in AP (see AVID goals)	Spring, 09	AVID Teachers, Counselors, Admin. & SDA English dept.
Increase percentage of English Learner students earning a 2.0 or above GPA in English classes from 75% to 85%	SDA GPA Analysis (AERIES)	Research more effective intervention and support programs	Ongoing, 08-09 school year	Admin. & SDA English dept.

**School Goals for Improving Student Achievement
San Dieguito High School Academy
2008-2009 SPSA**

SCHOOL GOAL #2:

Increase the percentage of students scoring at Proficient or above on the Algebra and Geometry mathematics portion of the California Standards Test

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
School-wide: To improve the passing rate (C or better) of students who take both Algebra Readiness and Algebra 1 in the same year from 22% to 25%.	Quarter and semester grades of students moving from Algebra Readiness to Algebra 1. Number of students successfully moving from Algebra Readiness to Algebra 1.	Increase student familiarity with multiple choice test format on quizzes and warm-ups.	Ongoing throughout the 2008-09 school year.	Math teachers and department chair. Other subject teachers.
To improve the passing rate (C or better) of students who take both Algebra 1 and Geometry in the same year from 66% to 69%.	Quarter and semester grades of students moving from Algebra 1 to Geometry. STAR scores and CST scores on the 2009 administration of the STAR exam.	Survey students to identify their specific weakness in math. Develop "anonymous questions" strategy for students to ask questions they are hesitant to ask in class.	One time per quarter By December '08	Math chairs.
Subgroups: To increase by 3% the number of economically disadvantaged 9th grade students scoring at Proficient or above on the Algebra portion of the CST; from 0% to 3% by the end of the 2008-09 school year.	Math grades of economically disadvantaged students at each marking period.	After-school Math Tutoring	Four afternoons per week, September through June	SDA math teacher as tutoring facilitator
To increase by 3% the number of economically disadvantaged 9th grade students scoring at Proficient or above on the Geometry portion of the CST: from 0% to 3% by the end of the 2008-09 school year.	Number of Algebra Readiness, Algebra 1, and Geometry students utilizing after-school Math Tutoring. Math grades of economically disadvantaged students at each marking period.	Counselors, teachers and administrators review CST data. Develop action plan for students in low socio-economic and English Learner sub-groups, to include support classes or support programs.	June, 2009	SDA math teacher as tutoring facilitator
To increase the number of English Learner students who earned a GPA of 2.0 and above in math from 43% to 46% by the end of the 2008-09 school year.	Math grades of English Learner sub-group at each marking period.	Review math grades of English Learners	End of first semester	Principal, APs, math chairs, counselors
Increase by 3% the number of 9th grade special education students scoring at Proficient or above on the algebra portion of the CST from 0% to 3% by the end of the 2008-09 school year.	CST Algebra scores of special education students June, 2009.	Review CST Algebra scores of special education students	June, 2009	Principal, math department chairs, and math teachers

**School Goals for Improving Student Achievement
San Dieguito High School Academy
2008-2009 SPSA**

SCHOOL GOAL #3:

Increase the percentage of students scoring at Proficient or above on the Science portion of the California Standards Test

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>SCHOOLWIDE: In all science subjects, reach at least 3% above minimally proficient level on the CSTs, in the category of Investigation and Experimentation.</p> <ul style="list-style-type: none"> • Life Science: 2% to 3% • Biology: 1% to 3% • Chemistry: -15% to 3% • Earth Science: -9% to 3% • Physics: 11% (maintain) 	<p>Inquiry-based test questions: Teachers will earmark the questions and collect data demonstrating improvement</p>	<p>Implement at least 2 labs utilizing the scientific method</p>	<p>Immediate</p>	<p>Science teachers</p>
<p>SUBGROUPS: To increase by 3% the number of economically disadvantaged students scoring at Proficient or above by June 2008-09 on the science portions of the CST exam:</p> <ul style="list-style-type: none"> • Biology (9th): 50% to 53% • Chemistry(10th): 18% to 21% • Earth/Sp(9th): 17% to 20% • Physics: n/a to 3% 		<p>Create inquiry-based activities with problem-solving strategies</p>	<p>Immediate, throughout the school year</p>	<p>Science teachers</p>
<p>To increase by 3% the number of students with disabilities scoring at Proficient or above by June 2008-09 school year on science portions of the CST exam:</p> <ul style="list-style-type: none"> • Biology (9th): n/a to 3% • Chemistry(10th): n/a to 3% • Earth/Sp(9th): 32% to 35% • Physics: n/a to 3% 		<p>Increase Science Fair participation</p>	<p>Immediate, throughout the school year</p>	<p>Science teachers</p>
		<p>“Question of the Week” requiring students to conduct an experiment and analyze the data in solving the problem</p>	<p>Once each semester</p>	<p>Science teachers</p>
		<p>Science teachers meet each semester to develop and implement additional supplemental standards-based and inquiry-based research activities, integrating them into the science curriculum.</p>	<p>Once each semester</p>	<p>Science teachers and department chairs</p>
		<p>Science teachers participate in professional development to assure consistency and cohesion</p>	<p>ongoing</p>	<p>Science teachers and department chairs</p>

**School Goals for Improving Student Achievement
San Dieguito High School Academy
2008-2009 SPSA**

SCHOOL GOAL #4:

Increase the percentage of students scoring at Proficient or above on the Social Science portion of the California Standards Test

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
SCHOOLWIDE: Increase the percentage of students scoring at proficient or above on the Social Science section of the CST.	Common assessments of academic language appropriate to each grade level and curriculum	Teachers should introduce and help students become familiar with and use academic language	Ongoing	Administrators and teacher leaders, teachers
Increase mastery of content from 1915 to the present to state proficiency levels.	Rubric assessed writing assessments	Support writing skills	Ongoing	Social science teachers
SUBGROUPS: To increase by 3% the number of economically disadvantaged 10th students scoring at Proficient or above from 11% to 14% on the CST exam by the end of the 2008-9 school year.	Common assessments that measure student proficiency of all of the standards	Teachers work on curriculum mapping to assure that time is properly allocated to maximize student achievement	Completed June, 2009	Dept. chair, teachers
To increase by 3% the number of economically disadvantaged 11th graders scoring at Proficient or above from 12% to 15% on the CST exam by June, 2008-9.	Common assessments which use questions from the CST	Teachers will create activities which improve student familiarity with questions on the CST	Completed June, 2009	Dept. chair, teachers
To increase the percent of 10th grade students with disabilities scoring at Proficient or above from 8% to 11% on the CST or equivalent exams by the end of the 2008-9 school year.		Support students in sub-groups in earning a GPA of 2.0 and above in their social science class by June 2008-9.		
*To increase the percent of 11th grade students with disabilities scoring at Proficient or above from 20% to 23% on the CST or equivalent exams by the end of the 2008-9 school year.				

**School Goals for Improving Student Achievement
San Dieguito High School Academy
2008-2009 SPSA**

SCHOOL GOAL #5:

Educate all students in an environment that is safe, substance-free, conducive to learning, and fosters students' connection to the school.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase by 3% the number of students who report feeling connected to people on campus, from 87% to 90% of 9th graders, and from 89% to 92% of 11th graders as reported by the California Healthy Kids Survey.	Increase the number of students that voluntary participate in the READI program.	Voluntary participation in READI	Ongoing, measured June, 2009	READI Program Coordinators
To decrease by 3% the number of students who report lifetime substance use of marijuana on the California Healthy Kids Survey, from 35% to 32%.	Completion of California Healthy Kids Survey Spring 2009.	Healthy Kids Survey	Spring, 2009	Principal, homeroom teachers
To decrease by 3% the number of students who report lifetime substance use of alcohol on the California Healthy Kids Survey, from 56% to 53%.	Increase voluntary participation in drug and alcohol-focused support groups.	Red Ribbon Week and other specific activities to address issue	Ongoing throughout the 08-09 school year	PALs, counselors, APs
	Increase voluntary participation in Project Options – Alcohol Prevention Program	Support Groups	Ongoing through May, 2009	Counselors and group facilitators
		Health curriculum	Completed by June, 2009	Health/PE teachers
		Project Options Ongoing throughout the 08-09 school year.		UCSD staff

ITEM 17

VII. School Site Council Membership San Dieguito High School Academy

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Grove	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neal Glasgow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Bair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jocelyn Brommelsiek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Hauck	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blaze Newman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nadine Coune	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeanne Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erica Wu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Andrea Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sean Znacko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Lauth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jake Novack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dee Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Denise Ross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Abby Fisher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandra Novack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Mendoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	6	2	5	5

VIII. Programs Included in this Plan San Dieguito High School Academy

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$32,450.00
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$52,804.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Gifted and Talented Education	\$32,068.00
Total amount of state and federal categorical funds allocated to this school	\$117,322.00

**Recommendations and Assurances
San Dieguito High School Academy**

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

1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the **School Site Council** on: 10-23-08.

Attested:

Michael Grove		
Typed name of school principal	Signature of school principal	Date
Jake Novak		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

The Single Plan for Student Achievement

Sunset High School

School Name

37-68346-3737384

CDS Code

Date of this revision: October 30, 2008

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

Contact Person: Rick Ayala
Position: Principal
Telephone Number: (760) 753-3860
Address: 684 Requeza Street
Encinitas, CA 92024
E-mail Address: rick.ayala@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Sunset and North Coast High School

Vision Statement Sunset and North Coast:

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

Mission – Sunset High School:

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

Mission – North Coast High School:

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

GRADUATION GOALS EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR's)

SUNSET HIGH SCHOOL prepares its graduates to be:

1. SELF-DIRECTED LEARNERS WHO
 - a. Reflect on and monitor their academic and personal growth.
 - b. Develop and use effective strategies to overcome obstacles and become lifelong learners.
 - c. Recognize and adhere to appropriate behavior that will aid in their social and academic development.
 - d. Effectively use technology.
2. COLLABORATIVE WORKERS WHO
 - a. Exhibit communication and group interaction skills.
 - b. Employ problem-solving and decision-making skills.
 - c. Demonstrate concern, tolerance and respect for others while valuing diversity in groups.
3. EFFECTIVE COMMUNICATORS WHO
 - a. Use self-expression to explore ideas and emotions.
 - b. Read, write, speak and listen effectively and critically.
4. CRITICAL THINKERS WHO
 - a. Use a variety of resources to obtain pertinent information.
 - b. Form logical information as evidenced by completion of standards-based curriculum.
5. RESPONSIBLE CITIZENS WHO
 - a. Respect and appreciate individuality and diversity of people and cultures who take the time to appreciate the value of contributing service to school and community.
 - b. Successfully transition from high school prepared with a general plan for the future.
 - c. Have an awareness of college, vocational training and other career options.
6. RESILIENT INDIVIDUALS WHO
 - a. Value and strive for mental, emotional and physical well-being.
 - b. Demonstrate adaptability and personal growth.
 - c. Seek creative, positive, non-violent resolution to conflict.
 - d. Accept responsibility for their actions.

II. School Profile Sunset High School

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, October 30, 2008, there are 146 students enrolled. As the school year progresses, the number of students enrolled may climb to approximately 170 students.

Students are referred to Sunset from other district schools for a variety of reasons. Many students referred are considered at-risk. Students are referred to Sunset because they are behind in credits or because they want to graduate early. Some have unstable home lives or are foster children. Others have attendance, truancy, or behavior problems. Students at Sunset may have sobriety issues. Others may feel they just don't fit in at the larger schools.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the district. Textbooks are approved by the California Department of Education and adopted by the San Dieguito Union High School District. The textbooks, supplemental materials, and course requirements are standards-based. Sunset's curriculum and the education provided are driven by the state academic standards and the quest to raise performance for all students. Within these parameters, Sunset's teachers, counselor, and principal plan and carry out staff development activities.

The California Standards Tests (CST's), California High School Exit Exam and District Writing Assessment are administered each year. As a result of student test scores, staff development activities and course modifications are often implemented to meet the areas of greatest student need.

Small class sizes, one-on-one student-teacher interaction, student-paced, individualized instruction, and availability of technology provide opportunities for all students (special and regular education) to meet standards and excel academically.

Our Resource Specialist ensures that an Individual Education Plan (IEP) is on file and updated regularly for each student placed in Special Education. All Special Education students are mainstreamed at Sunset and have access to the Resource room where they can receive extra help. The Resource Specialist serves as an advisor to her students and she works closely with students and staff to create successful learning experiences. The Special Education program currently includes approximately 11% of the school population (16 special education students). Similarly, students with 504 plans receive the individual attention and accommodations necessary according to their plan, as the resource teacher oversees each placement.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups and, at the present time, we have 13 weekly support groups. All facilitators are school staff members, and the counselor co-facilitates groups as a major part of her job. Over 90% of the students are in group support. Types of groups include: General, Women's, Men's, Latino Men's, Anger Management, Sobriety and Advanced Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others and themselves.

A main focus of the district Strategic Plan has been Student Connectedness and Well-Being. Because Sunset's Student Support Group program was already well established and extremely successful, Sunset was able to provide facilitator training, in-service presentations, and a model of our program to personnel throughout the district. At the same time, Sunset has benefited from the Student Connectedness and Well-Being focus by receiving materials and assistance from district sources. Sunset students benefit the District by volunteering to go speak to other schools on a variety of topics including addiction and recovery and resiliency.

In addition to groups that promote self-awareness, Sunset High School also offers the Sunset Helping Others (SHO) Program to students. SHO is a leadership and tutoring program in which Sunset students go to various middle and elementary schools in the district and work in classrooms or individually to tutor younger students and act as peer counselors.

The staff at Sunset has been actively working to expand its Career Pathways Program. Sunset has a careers

ITEM 17

class that offers students career exploration, as well as training in job skills. The class also offers a technology-based interest survey to help focus students' career interests. Students further interested in career training during high school are able to explore vocational classes at the local community colleges or other high schools through a master catalog available from advisors. In addition, we have been working with local businesses to find internships and employment opportunities for our students. Career Days are held in which members of the community speak to our students about their jobs and industries. In order to further develop our Career Pathways Program, we have taken both student and parent surveys to determine which industry would be of most interest and benefit to our community and students. Both surveys indicate that the industry most interesting to our students and parents is the Arts, followed by education and business. We are now investigating what resources are available to offer a pathway in the Arts on campus. We look forward to being able to offer our students more career training opportunities in the near future.

Weekly staff meetings provide opportunities for staff members to address school issues and student concerns. Six-week Progress Reports and letters are sent home to parents after these meetings. Other relevant information is also sent home at these times. Staff members also meet with students and parents regularly to address academic progress and other issues.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. Teachers teach five periods daily and are available before and after school for individual help or tutoring. Students generally enroll in two to four classes at a time and, because they work at their own pace, they can finish a class as quickly or slowly as they are willing and able. When a class is completed, another one is assigned. Credits can be earned in a variety of ways within the school and also through independent study in the areas of physical education, foreign language, work experience, music, and the arts. Students can earn additional credits by attending community college, taking classes at one of the comprehensive high schools, attending private school classes, or by taking Adult Education classes.

Sunset High School's motto is "Respect and Responsibility." Because a student who respects himself or herself will usually respect others, we emphasize improving self-concept. A large sign hangs in the office over the students' time clock: **RESPECT AND RESPONSIBILITY**. Students are constantly reminded of how much we value respect. Staff members set an example by respecting one another and students and not tolerating disrespectful behavior on campus or in the classrooms.

The school is extremely student-centered with an emphasis on these qualities and on helping students to recognize their own potentials and possibilities. We have an advisor/advisee system whereby all teachers, the counselor, and the principal serve as advisors to a group of ten to thirty students with whom they have daily contact. This allows the fostering of closer relationships and makes students more aware and accountable for their progress, attendance, and behavior.

We are dedicated to making the campus, curriculum, and teachers accessible, supportive, and encouraging for the students. Some have never viewed school in a positive way. We strive to provide each student a sound education and a caring and challenging learning community.

III. Student Performance Data

California Department of Education

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

Detail School Report

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

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

Indicator 2: Suspension

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

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

Performance Standards for **Suspension**

Your school is at Sufficient because the percent of long-term students receiving out-of-school suspensions falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	71 - 100	36 - 70.99	9 - 35.99	0 - 8.99
Your school's performance:	4.24 %			

Indicator 6: Attendance

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

Your school's performance level is at Sufficient. During school year 2006-07 **87.03%** of total enrollment days were attended by long-term students.

Performance Standards for **Attendance**

Your school is at Sufficient because the percent of long-term students who attended classes everyday falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 64.989	65 - 83.99	84 - 94.99	95 - 100
Your school's performance:	87.03 %			

Indicator 13A: Credit Completion (Actual)

Indicator 13A:Credit Completion (Actual)—a measure of school performance emphasizing strategies for improving

ITEM 17

credit completion and academic progress, regardless of instructional strategy used.

Your school's performance level is at **Sufficient**. During the school year 2006-07 **86.78 %** of attempted graduation credits was earned by long-term students

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

Your school is at Sufficient because the monthly actual number of credits completed by long-term students falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 66.99	67 - 81.99	82 - 96.99	97 - 100
Your school's performance:	86.78 %			

IV. Student Performance Data Summary Sunset High School

See "Summary of Progress Made on 2007-2008 Goals"

V. Summary of Progress Made on 2007 – 2008 Goals Sunset High School

Goal #1 – To Increase the high school graduation credit completion rate for all Sunset students

Objective:

To increase the percent of high school graduation credits earned by long-term (90 days or more enrollment) students from 86.8% to a rate of 89%.

- **Our credit completion rate decreased from 88.3% in 2006-07 to 86.8% in 2007-08.**
- **Looking at 3-year results, we have had 88% for the last three years.**

Goal #2 – To increase student performance in Math

Objective:

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

- **2008-09 Goal: 60%**
- In 2007-08, 54% (34/63) of all students passed
- In 2006-07, 60% (37/62) of all students passed
- In 2005-06, 58% (35/60) of all students passed

- **2008-09 Goal: 80%**
- In 2007-08, 75% (24/32) of the 10th graders passed
- In 2006-07, 81% (25/31) of the 10th graders passed
- In 2005-06, 61% (17/28) of the 10th graders passed

Goal #3 – To increase student connectedness and campus safety

Objective 1:

To increase the percentage of students indicating "connectedness" on the Healthy Kids Survey:

"Feel close to people at school" from 80% to 87%

"Feel like a part of school" from 85% to 90%

"Feel safe at school" from 93% to 95%

- **Feeling close to people at school has increased from 48% in 2006-07 to 80% in 2007-08.**
- **Feeling like part of the school has increased from 61% in 2006-07 to 85% in 2007-08.**
- **Feeling safe at school has decreased from 94% in 2006-07 to 93% in 2007-08.**

Objective 2:

Maintain at least a 90% participation rate for students in support groups.

- **We presently have 12 support groups for the Fall semester of 2008-09. Increasing from that number is not practical given our staffing and number of rooms.**

Objective 3:

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

- **Guest speakers presented to interested students on finding success by following a “different” pathway.**
- **Quarterly school-wide student-centered activities.**
- **Weekly group support sessions continue to be an awesome way to build connectedness.**

**VI. Planned Improvements in Student Performance (Goals)
Sunset High School
2008-2009**

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

**School Goals for Improving Student Achievement
Sunset High School
2008-2009 SPSA**

SCHOOL GOAL #1: To increase the high school graduation credit completion rate for each Sunset student

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
1) To increase the percentage of high school graduation credits earned by long-term (90 days or more enrollment) students, by the end of the 2008-09 school year	1) Annual count of "Course Completion for Credit Report" forms to compare with numbers from the past two years	- Continue to improve student advisement/ student planning component, including goal setting and time management skill building, to ensure students will be successful in completing credits/courses attempted. Include creation/ implementation of a student tool (form) to assist with goal setting and time management	- Ongoing throughout 2008-09 school year, with monthly updates to be given at staff meetings and in-service activities.	- Principal, Counselor, Teachers
	1) ASAM results for 2008-09 school year	- Continue to develop stimulating, innovative and relevant curriculum	- Ongoing	- Teachers.
	1) Teacher feedback at weekly staff meeting	- Use of direct instruction when applicable	- Ongoing	- Teachers.
		- Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on a need basis	- Weekly	- Principal, Counselor, Teachers
		- Enhance ELD and CAHSEE course curriculum	- Ongoing	-Teachers

**School Goals for Improving Student Achievement
Sunset High School
2008-2009 SPSA**

SCHOOL GOAL #2: To increase student performance in Math

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
To increase the percentage of long-term students passing the Math portion of the CAHSEE	Results from CAHSEE summary reports	<ul style="list-style-type: none"> - CAHSEE prep mini-courses - Continue to provide individualized instruction for students in Math courses - Continue to develop curriculum and strategies to assist students in Math - Advisor system allows for regular interaction with students to monitor progress 	<ul style="list-style-type: none"> - Fall, 2008 and Spring, 2009 - Ongoing - Ongoing 	<ul style="list-style-type: none"> - Selected Teachers - Math Department - Math Department - Principal, Counselor, and Teachers

**School Goals for Improving Student Achievement
Sunset High School
2008-2009 SPSA**

SCHOOL GOAL #3: To increase student connectedness and campus safety

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>1) To increase the percent of students indicating "connectedness" on the Healthy Kids Survey:</p> <ul style="list-style-type: none"> - "Feel close to people at school" from 80% to 87% - "Feel like a part of school" from 85% to 90% - Feel safe at school: from 93% to 95% <p>by June, 2009</p>	<p>1) UCSD survey results</p> <p>1) Quarterly review of suspension/expulsion rates</p> <p>1) Feedback from students and staff discussed at weekly staff meetings</p>	<ul style="list-style-type: none"> - Review of HKS data with staff, students and parents/community. - Coordinate Spring survey activity with UCSD. - Monitor, tally and then review suspension/expulsion rates on a monthly basis with staff members. - Conduct student/staff interest survey to identify additional support groups needed, as well as identify "unique" opportunities and/or activities to promote student connectedness. 	<ul style="list-style-type: none"> - Spring, 2009 - March, 2009 - Ongoing 2008-09 school year, quarterly basis - Winter, 2008 	<ul style="list-style-type: none"> - Principal, Counselor, Teachers - Principal - Campus Supervisor, Principal - Counselor and Teachers
<p>2) Continue to offer student support groups in response to student input.</p>	<p>2) Actual number of groups offered, attendance records/ student sign-ins</p>	<ul style="list-style-type: none"> - Tally results and share with staff for final consensus. 	<ul style="list-style-type: none"> - February, 2009 	<ul style="list-style-type: none"> - Principal and support staff
<p>3) Identify and implement a minimum of 3 "unique" opportunities/ activities to build connectedness by June, 2009.</p>	<p>3) Student/Staff Interest surveys, attendance sheets</p>	<ul style="list-style-type: none"> - Provide professional development/training opportunities for newly identified activities- if needed - Implement identified "unique" opportunities/ activities 	<ul style="list-style-type: none"> - Spring, 2009 - Quarterly, 2008-09 	<ul style="list-style-type: none"> - Principal and/pr counselor to coordinate - Teachers, counselor, support staff and principal
<p>4) Maintain and strengthen advisor/advisee structure fostering close ties to academic, social, and emotional development</p>	<p>4) Student and parent feedback</p> <p>4) Increased participation in enhanced learning opportunities (Mira Costa, Palomar, SDA, LCC, TPHS, CCA, ROP)</p>	<ul style="list-style-type: none"> - Discussion at weekly staff meeting - Counselor/advisor communication 	<ul style="list-style-type: none"> - ongoing 	<ul style="list-style-type: none"> - Principal, Counselor, Teachers

**VII. Programs Included in this Plan
Sunset High School**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 1/28/08	Estimated Balance
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$7,386	\$0	\$7,386
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$10,450	\$0	\$10,450
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support the recruitment and extended learning opportunities of GATE students.</i>	\$713	\$0	\$713
Total amount of state categorical funds allocated to this school	\$18,549	\$0	\$18,549

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 1/28/08	Estimated Balance
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 0	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$18,549	\$0	\$18,549

ITEM 17

**VIII. School Site Council Membership
Sunset High School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Ayala	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terry Hendlin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leann Lindemeier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don Hollins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Heizer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Cafferty	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Woodward	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natalie Van Valkenberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Holly Carney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skye Simonelli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Morgan Scott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kaden Strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	3	2	3

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - NA English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: _____ October 30, 2008_____.

Attested:

 Rick Ayala
Typed name of school principal

Signature of school principal

Date

 Terry Hendlin
Typed name of SSC chairperson

Signature of SSC chairperson

Date

The Single Plan for Student Achievement

Torrey Pines High School

School Name

37-68346-3730033

CDS Code

Date of this revision: November, 2008

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

Contact Person: Brett Killeen
Position: Principal
Telephone Number: (858) 755-0125
Address: 3710 Del Mar Heights Road
San Diego, CA 92130
E-mail Address: brett.killeen@sduhsd.net

San Dieguito Union High School District

School District

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

I. School Vision and Mission Torrey Pines High School

Vision:

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

Mission:

Torrey Pines High School will prepare its graduates to be:

1. Self-directed learners who:
 - set challenging goals and determine priorities necessary to achieve them
 - know where to find answers to questions
 - organize their responsibilities and adapt to change
 - practice healthy solutions to manage stress
2. Effective communicators who:
 - listen skillfully
 - read, write, and speak effectively and critically
 - access and evaluate information using a variety of means, including technology and world language
 - develop positive relationships
3. Collaborative workers who:
 - participate effectively in a variety of leadership and supportive roles
 - respect individuals of different cultures, backgrounds, and abilities
 - exhibit personal and intellectual integrity
 - resolve conflicts peacefully
4. Quality producers who:
 - create intellectual, artistic, practical and physical products
 - implement and use technology effectively
 - use career-related technical and practical skills
 - take pride in their work
5. World citizens and active community participants who:
 - engage in service learning activities
 - apply a wide variety of strategies for managing complex issues
 - understand the diverse and dynamic nature of international relationships
 - practice habits that are environmentally friendly

II. School Profile Torrey Pines High School

Torrey Pines is an exemplary high school within a strong secondary school district. The 2,704 students in grades 9-12 represent communities in the coastal areas of northern San Diego County. Neighboring institutions such as the University of California/San Diego, Scripps Institution of Oceanography, the Salk Institute, the Scripps Clinic and Research Foundation, and nearby high-tech giants like Qualcomm, all influence the high standard of education and expectation at Torrey Pines.

Our students come from largely middle class and upper middle class families with advanced degrees. While most ethnic groups remain fairly stable, the Asian/Filipino/Pacific Islander population has grown with each entering class over the past five years. Recently, new faculty members have been added to the staff with minority ethnic backgrounds, which better mirrors our student population.

The facility opened in 1974, and has been continually expanded and modernized. The campus currently houses multiple computer labs including digital film, a black-box theater, a stadium, a library media center, publication production labs, a world languages lab, a state of the art auto shop, a home economics facility, a wood shop, and three multi-media presentation rooms.

Our commitment to student success has resulted in recognition at national levels. Torrey Pines was honored three times as a National Blue Ribbon School (1987, 1993, and 1997) and was selected as a New American High School in 2000. School athletic teams have earned over 306 championships since 1974. Students have received state, national and international honors in speech and debate, journalism, math and science. The College Board has recently recognized our Math and Science Departments as among the top 15 schools in the state in terms of participation and test scores, making us eligible to apply for the Siemens Grant Award for Math and Science.

Student success is supported in a variety of means: innovative offerings such as the Work Experience Program, reading labs, and the team-taught Humanities Academy at the 10th and 11th grade levels, on campus tutoring centers, over 500 active parent volunteers, extended Media Center hours, and an outstanding Foundation that partners with our school for success. We also offer a comprehensive Division I interscholastic athletics program with 24 different varsity-level sports, and listed 115 extracurricular student clubs in 2008-2009. An active Associated Student Body (ASB) supports these clubs in a multitude of interest areas. Torrey Pines recognizes the increasingly important role community service or "service learning" plays in the education and personal growth of its students. Large numbers of students are involved in service projects that are curriculum based, community oriented, and largely student initiated.

As a high achieving school with nearly 90% of our students attending a four-year university after high school, we offer rigorous academic preparation through a combination of Honors and Advanced Placement courses, as well as partnering with San Diego State University to offer on-campus college Calculus courses. In May 2008, we administered 2,425 Advanced Placement Exams to 1,026 candidates. Moreover, the percentage of students passing AP exams has increased 7% over the past four years from 73% in 2005 to 80% in 2008. Our expanded access program has led to increased participation in this college-preparation and eligibility process. 78% of our senior class sat for the SAT exam. Our Academic Performance Index (API) continues to exceed the state requirement of 800 for the third consecutive year to 849 in 2008.

Our commitment to excellence extends, however, beyond the college-bound pathway. To assist students interested in exploring other options beyond high school we have a flourishing Regional Occupational Program and offer career preparation courses such as Computer Assisted Drafting, Auto Technology, Wood Shop, Business Math, Digital media and design courses, as well as World Language courses that prepare students for business interactions. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. We encourage students to prepare for career options by taking exams such as the ASVAB – and making use of career guidance software such as 'Choices!' We've also recently opened a specialized college-career center, staffed during and after school hours to provide students and parents with a resource for career research and preparation.

Alignment of curriculum, instruction and materials to content and performance standards is an on-going process which relies upon analysis of state and local assessments to modify instruction and improve student achievement. Staff development time is frequently spent on course consistency, data analysis and application to the classroom.

ITEM 17

All courses are aligned to the California Content Standards. Additional support is available to students through support classes and tutoring centers.

Services provided to enable under-performing students to meet standards include:

- **Specialized Support Staff:** Torrey Pines has six full-time counselors, a full-time library media teacher, and a health technician. School psychologists, speech language pathologists, and hearing specialists are available five days per week. Itinerant assistive technology and occupational therapists are available two to three times per week. Other specialized staff include resource teachers, bilingual and special education aides, and teachers for severely handicapped students, emotionally disturbed students, Advancement via Individual Determination (AVID) students, and alternative education students.
- **Special Education Services:** We offer a range of courses to provide the least restricted environment for students qualifying for special education. Available courses include core classes in English, math, social science and science. Resource teachers team-teach in regular education classes to support students with learning disabilities. The Learning Center is available throughout the day for students having difficulties. At the Learning Center students are able to obtain individual help. Torrey Pines is one of the regional schools serving severely handicapped students.
- **English Learner Services:** At Torrey Pines, teachers in our English Language Learner (ELL) Program, supported by an onsite coordinator, receive specialized training in language acquisition skills. Instructional aides are assigned to ELD and sheltered classes. We are pleased to provide additional support to EL families through Computer Crossroads, which provides free computers to students at home and on-campus tutoring. The English Learner Advisory Committee (ELAC) meets monthly. All sheltered classes meet college preparatory requirements. The teachers in the sheltered classes are Cross-cultural Language and Academic Development (CLAD) certified and use Specially Designed Academic Instruction in English (SDAIE) strategies.

We identify struggling students as early as the ninth grade and monitor their progress toward graduation by monitoring the D/F lists through personal calls to their home by counselors. Our counselors provide a wide range of support programs and groups through the Student Success Services for students at risk of dropping out or failing. Counselors also meet with students one-on-one to develop a plan for improving each student's experience at school. A Student Success Team refers students for appropriate school services and programs. These may include alternative educational placement, academic tutoring, or alternative schedules for students who have a difficult time attending school because of a need to work.

School, district and community barriers to improvements in student achievement include changing demographics and reduced budgets. Fortunately, significant additional funds are raised each year by the Torrey Pines High School Foundation and the Parent Volunteer Association. Many of our programs would not be possible without the support of the Foundation, which raises funds and in-kind donations of over \$2,000,000 annually to enhance educational and developmental opportunities in areas such as athletics and visual and performing arts as well as academic classrooms.

III. Student Performance Data

STAR/CST Results
By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
English Language Arts				
Grade 9	78.0	81.0	82.0	81.0
Grade 10	73.0	72.0	70.0	76.0
Grade 11	61.0	68.0	70.0	69.0
Math (Summative)				
All Grades	15.0	5.0		16.0
Grade 10				
Grade 11				
Algebra I				
All Grades	8.0	12.0	11.0	10.0
Grade 9	12.0	15.0	13.0	15.0
Grade 10	2.0	7.0	5.0	3.0
Grade 11	0.0	0.0	13.0	
Geometry				
All Grades	52.0	58.0	54.0	51.0
Grade 9	68.0	72.0	69.0	63.0
Grade 10	17.0	25.0	9.0	13.0
Grade 11	16.0	0.0	8.0	5.0
Algebra II				
All Grades	44.0	47.0	52.0	47.0
Grade 9	96.0	94.0	94.0	90.0
Grade 10	51.0	54.0	53.0	48.0
Grade 11	10.0	6.0	11.0	5.0
Biology				
All Grades	71.0	75.0	73.0	78.0
Grade 9	86.0	86.0	81.0	88.0
Grade 10	63.0	56.0	34.0	49.0
Grade 11	54.0	67.0	79.0	62.0
Chemistry				
All Grades	67.0	59.0	67.0	62.0
Grade 10	83.0	74.0	74.0	73.0
Grade 11	43.0	41.0	46.0	20.0
Earth Science				
All Grades	57.0	40.0	43.0	53.0
Grade 9	59.0	44.0	44.0	59.0
Grade 10				
Physics				
All Grades	66.0	79.0	68.0	72.0
Grade 10				
Grade 11	66.0	78.0	68.0	71.0
World History				
Grade 10	61.0	56.0	62.0	66.0
US History				
Grade 11				

N/A = Not enough results reported for data

III. Student Performance Data (cont'd)

Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	B	10	5	
2006	821	10	6	Yes
2007	838	N/A	N/A	Yes
2008	852			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian	904	909	913	923
Filipino				
Hispanic/Latino	646	618	672	672
Pacific Islander				
White	824	841	855	851
Socioeconomically Disadvantaged	625	627	622	642
English Learners	--			
Students with Disabilities	--	582	569	605

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
English-Language Arts**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	97	99	99	97	100	100	88	100	98	98
Number At or Above Proficient	584	557	544	426	377	354	--	--	--	117	136	144
Percent At or Above Proficient	86.5	86.4	87.9	90.8	90.8	91.5	--	--	--	91.4	90.7	91.1
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	96	96	98	98	94	100	98	92	94	92	91
Number At or Above Proficient	29	27	34	16	16	12	24	14	20	18	16	18
Percent At or Above Proficient	46.0	50.9	59.6	34.0	37.2	27.9	50.0	36.8	50.0	32.1	37.2	47.4
AYP Target	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4	22.3	22.3	33.4
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

**Adequate Yearly Progress (AYP)
Mathematics**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	99	97	99	99	96	100	100	100	100	99	98
Number At or Above Proficient	564	542	536	407	358	341	--	--	--	122	144	156
Percent At or Above Proficient	84.1	84.0	86.6	87.2	86.5	88.6	--	--	--	95.3	94.7	98.7
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	95	94	99	96	96	92	95	96	98	90	90	93
Number At or Above Proficient	24	25	29	21	22	24	20	15	19	17	13	17
Percent At or Above Proficient	39.3	48.1	50.0	45.7	51.2	57.1	44.4	39.5	45.2	31.5	30.2	43.6
AYP Target	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2	20.9	20.9	32.2
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	6	27	5	23	4	18	4	18	3	14	22
10	1	3	12	39	10	32	4	13	4	13	31
11	4	16	10	40	4	16	3	12	4	16	25
12	2	8	14	58	4	17	2	8	2	8	24
Total	13	13	41	40	22	22	13	13	13	13	102

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
English Language Arts

The table below displays the percent of Torrey Pines High School students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	95	91	94	87	94	91	94	86
Statewide	76	65	77	61			79	61
Male	89	89	93	83	92	88	94	57
Female	94	94	96	92	96	94	94	66
White not Hispanic	95		98	94	98	97	97	95
Hispanic/Latino	63		65	49	68	57	69	59
Asian	93		96	92	96	94	98	98
African American/Black	10							
American Indian/Alaskan Native	2							
Filipino	8							
Pacific Islander	5							
Multiple/No response								
English Only	94		98	93	97	96		
Redesignated FEP	97	97	93	88	93	94	96	81
English Learner	33	28	32	35	46	37	34	27
Special Education	74	61	73	58	63	50	79	54
Socioeconomically Disadvantaged	77	61	69	50	60	50	65	47
Non-Socioeconomically Disadvantaged	97	94	97	93	98	95	97	93

III. Student Performance Data (cont'd)

California High School Exit Exam (CAHSEE) Results
Mathematics

The table below displays the percent of Torrey Pines High School students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations).

	2004-2005		2005-2006		2006-2007		2007-2008	
	Gr. 10	All	Gr. 10	All	Gr.10	All	Gr.10	All
School-wide	96	92	94	88	95	94	94	89
Statewide	74	65	76	59			78	60
Male	90		93	87	94	92	95	89
Female	95		96	90	96	95	92	89
White not Hispanic	95		97	91	97	96	97	95
Hispanic/Latino	68		72	60	73	73	69	59
Asian	98		99	99	99	99	98	98
African American/Black			77					
American Indian/Alaskan Native								
Filipino								
Pacific Islander								
Multiple/No response								
English Only			97	90	96	96		
Redesignated FEP	97	97	86	87	97	97	96	93
English Learner	54	56	70	62	68	64	57	49
Special Education	78	62	64	54	64	60	57	46
Socioeconomically Disadvantaged	73	65	76	66	63	59	61	54
Non-Socioeconomically Disadvantaged	98	95	96	92	99	98	97	95

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2003	2004	2005	2006	2007	2008
S A T	% of Seniors Taking		79	85	77	78	79
	Mean Verbal		583	571	570	582	588
	Mean Math		617	609	612	613	620
	Mean Critical Reading				570	576	577
	Mean Total		1200	1180			
A C T	% of Seniors Taking		30	33	33	34	40
	Avg. Composite Score		25.6	25.3	25.7	25.3	26.1

III. Student Performance Data (cont'd)

Advanced Placement -TPHS

AP Subject	2006 # of Exams	2006 % Passing	2007 # of Exams	2007 % Passing	2008 # of Exams	2008 % Passing	% +/- between 07 & 08
AP Art History	48	77	43	79	16	94	+15
AP Biology	98	98	145	92	94	91	-1
AP Calculus AB	212	94	201	95	170	98	+3
AP Calculus BC	44	98	37	95	29	100	+5
AP Chemistry	77	100	67	97	57	96	-1
AP Chinese			14	100	15	100	0
AP Comp Science A	35	69	41	90	28	86	-4
AP Comp Science AB	8	100	10	70	11	100	+30
AP Comparative Gov.							
AP Econ/MAC	153	82	167	76	151	74	-2
AP Econ Micro							
AP Eng. Lang.	411	76	311	84	322	84	0
AP Eng. Lit.	280	84	327	80	257	86	+6
AP Env. Science	39	77	38	87	73	68	-19
AP Euro. History	18	94	17	88	27	81	-7
AP French Lang.	25	56	22	77	13	92	+15
AP French Lit.	5	20	0		1	100	+100
AP German	2	100	4	100	3	100	0
AP Gov/Pol US	117	72	150	63	103	77	+14
AP Japanese			23	78	3	100	+22
AP Music Theory	20	95	10	100	8	88	-12
AP Physics B	167	73	172	70	168	64	-6
AP Physics C- E&M	29	83	26	88	33	79	-9
AP Physics C - Mech	67	75	67	87	61	87	0
AP Psychology	123	64	139	67	114	61	-6
AP Span. Language	80	80	51	90	53	91	+1
AP Span. Literature			14	71			
AP Statistics	95	87	89	79	32	100	+21
AP Studio Art – Draw	12	33	8	63	9	89	+26
AP Studio Art – 2D	5	0	15	93	24	92	-1
AP Studio Art – 3D	1	100	1	100	1	0	0
AP US History	269	60	250	66	290	60	-6
AP World History	221	72	226	77	243	80	+3
Total Exams	2663		2685		2411		
Total Candidates	1204		1169		1026		
% of Population	38%		41%		40%		
Overall% Passing		78		80	80	80	0

AP Results School wide	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Candidates	NA	NA	1204	1169	1026
Number of Exams with Passing Score	NA	NA	939	2148	1929

IV. Student Performance Data Summary Torrey Pines High School

Torrey Pines High School is home to high-performing and high-achieving students. This is evident in the consistently exceptional passing rate on the CAHSEE (94% passing for both ELA and Math for first time test-takers in 2008), the school's high CST scores and accordingly, the school's high API score (849). In addition, TPHS students take AP courses and the associated exams in record numbers and have scored very well on these exams. TPHS's AP exams passing rate has consistently been one of the top in our district and in San Diego County, with 80% of students passing their AP exams in 2007-2008.

It is also clear that there still remains an achievement for students enrolled in lower level or below grade level courses. While our largest subgroup, our Asian students, scored a 923 on the CST for 2007-2008, our overall API score declined by 3 points from 852 to 849, which is a negligible drop and still exceeds state expectations of a score of 800. However, we did see the following growth in each of our subgroup populations in 2007-2008 from the previous year:

Hispanic or Latino students scored 672, a 1 point growth.

Socioeconomically Disadvantaged Students scored 642, a 9 point growth.

Students with Disabilities scored 605, an 11 point growth.

While we are encouraged by this outstanding growth, we recognize that we need to continue to make progress in closing the achievement gap between our various student populations a top priority.

V. Summary of Progress Made on 2007/08 Goals Torrey Pines High School

Goal #1: To increase the number of students scoring at Proficient or Above on the CST-English Language Arts portion

We are excited that our school-wide, general population CST ELA 07 results showed gains in grade 9 (81% to 82%) and grade 11 (68% to 70%). Unfortunately our grade 10 percentage proficient declined 2% to 70% proficient or above. Specific objectives for this goal area were:

- Objectives #1: To increase the percentage of Economically Disadvantaged students per grade level who are scoring proficient or above in grade 9 from 37% to 40%, grade 10 from 26% to 30% and grade 11 from 24% to 40%.

Our socio-economically disadvantaged subgroup saw a 17% decrease in the percentage of students scoring proficient or above in grade 9 (for a total of 23%), an 11% decrease in grade 10 (for a total of 19%), and a 17% decrease in grade 11 (for a total of 23%). Because of this decline, and with continued student achievement in mind, we will continue with this objective in the 2007-2008 school year, but with adjusted targets. Activities targeting this group include: enrollment in support classes, implementation of computerized software, supporting a variety of tutoring centers, and providing professional development. Continued focus will also be in the arena of preparing these students for college and careers and supporting them towards that goal – either through scholarships for college entrance testing, through the College Career Center, outreach activities and programs, and mentoring with peers through Peer Mentoring programs.

- Objective #2: To increase the percentage of English Learner students per grade level who are scoring proficient or above in grade 9 from 21% to 30%, grade 10 from 6 to 20% and grade 11 from 8% to 20%.

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

Progress/Results:

Although we did not reach our Single Plan for Student Achievement goals that were set for the 2007/08 academic year, we maintain a commitment toward continuous improvement. This is evidenced by the results of our sub groups: Asian students showed a 10 point increase scoring 923 on the API, the Hispanic or Latino student population improved slightly from 671 to 672, a one point increase, Whites (not of Hispanic origin) saw a four point drop, in their score; however, examine the broader picture and it reveals our score is the top score in the district and is the second highest API score in San Diego County.

Students identified as Socioeconomically Disadvantaged improved their API score from 623 to 642, a 19-point increase and students with disabilities improved from 587 to 605, an 11-point increase.

ITEM 17

Goal #2: To increase the number of student scoring at Proficient or Above on the CST-Mathematics Algebra I portion

As a high school graduation requirement, passing Algebra I is a critical step for all students. At TPHS we have a proportionally small group of students enrolled in Algebra I or pre-Algebra courses, but this remains as a high priority.

- Objective #1: To increase the percentage of General Student Population who score at the Proficient level or above on the CST Algebra I exam from 12% to 16%.

The General Student Population saw a slight decrease in proficiency from 12% to 11%. This is a critical requirement for student achievement. We've implemented activities such as tutoring by staff and peers, student 4-year planning for college to help them see the value of the course, professional development in techniques to support struggling students, including differentiation and technology resources. We have also have specialized courses for CAHSEE preparation. With other new activities such as a double-block Intro to Algebra course to provide students with intensive support, we're expecting continued growth.

- Objective #2: To increase the percentage of students in the Economically Disadvantaged (ED) and English Learner (EL) population who score at proficient or above on the CST for Algebra I: ED from 3% to 8%, EL from 6% to 10%.

The 2007 results saw the ED percentage of proficient or above on the Algebra I exam increase from 3% to 4%, and EL population percentage decreased from 6% to 0%. We've intensified our program and adjusted our goals to be realistic but with high hopes. We've implemented programs such as peer and teacher tutoring for math targeting this group of students. We've expanded our Sheltered math options, added an Intro to Algebra course that is double-blocked, expanded tutoring and review opportunities in an EL setting during the week, and are working closely with our EL site coordinator to provide support, staff development opportunities, and address social and emotional needs of these students to help them feel connected to school and achievement.

Progress/Results:

The results of our sophomore class from the 2008 CAHSEE exam demonstrate the commitment of the staff and students at Torrey Pines High School to achieve at high levels. Ninety three percent of the 666 students who took the CAHSEE for the first time passed the math section and 92% passed the ELA section of the test.

The results of our sub groups show some positive signs but also reveal areas where we must maintain a strong focus. Special Education students have a pass rate in mathematics of 47% and in English Language Arts of 64%. English Learners have a pass rate in mathematics of 57% and in ELA of 33%. Re-designated Fluent English Proficient students have a passing rate of 91% in math and 88% in ELA. Finally, the Socioeconomically Disadvantaged students' passing rate in math is 55% and 53% in ELA.

Each of these sub-groups, as well as faculty commitment to all student improvement, is addressed in our new Single Plan for Student Achievement.

Goal #3: To increase the number of under-represented students participating in the GATE program

Torrey Pines has a large GATE population, with courses in Honors English 9 and 10, Honors Geometry and Algebra II, and Honors Pre-Calculus. We also offer more than 20 Advanced Placement courses to meet the needs of our GATE population. Our percentage of students enrolled in AP and Honors courses has increased over the past 3 years, partly due to expanded access. AP testing participation has also increased, coupled with increases also in our school-wide percentage of scores of a 3 or higher on the AP exams.

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

16 EL, 59 RFEP, 8 African-American and 43 Hispanic students are enrolled in AP classes this school year. We have seen a slight decrease in the number of students participating in AP classes, but we also have less students overall than we did last year. Our school-wide success in AP testing participation and passing has been supported by a variety of strategies including: AP teacher training in GATE strategies to support a variety of levels of learners in one classroom, development of AP course syllabi as part of the AP Audit, AP teacher attendance at AP/College Board workshops and other professional development opportunities, and by funding tutoring, and support materials. Curriculum addressing study skills and strategies, critical thinking skills, and resources available was developed by a team of teachers and implemented. AP/Honors Parent Orientation nights were also held to educate parents about the needs and demands of these rigorous courses, as well as guide them in course selection, 4-year planning, and college acceptance and credit policies. Increased participation rates in testing are an indication of a growing program, but disaggregated data is still expected from the College Board. We have seen a sharp increase in AP participation of Economically Disadvantaged students, which often overlaps with some of our other subgroups – AP fee waiver reduction applications increased in number from only 15 in 2005 to more than 70 in 2007.

Progress/Results:

Torrey Pines High School continues to make progress with our student population taking Advanced Placement and Honors classes. In the 2007/08 school year we administered 2411 exams to 1026 students with an 80% overall pass rate. While we are proud of this success, we recognize that we need to continue to increase the percentages of under-represented students taking and passing AP courses and tests in the future. For this reason, we have included a goal in our new Single Plan for Student Achievement which addresses this need. We are also working to establish a staff development committee to create meaningful professional development opportunities so that our teachers can be more prepared to address our goal to improve student's success in the Honors and AP program at Torrey Pines as well as the other goals of our new Single Plan for Student Achievement.

**VI. Planned Improvements in Student Performance (Goals)
Torrey Pines High School
2008-2009**

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

**School Goals for Improving Student Achievement
Torrey Pines High School
2008-2009 SPSA**

SCHOOL GOAL #1:

Student Achievement - Increase our school wide and subgroup student achievement by aligning learning objectives and activities with the standards

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>I. An increase in API student performance according to state projected growth targets:</p> <ul style="list-style-type: none"> • Students with disabilities will grow by 10 points • Asian students by 5 points • Socioeconomically disadvantaged students by 8 points • Hispanic or Latino students by 6 points • White (not of Hispanic origin) by 5 points 	<ul style="list-style-type: none"> •CST Data •Student Participation in STAR •CAHSEE •Subject Area Formative Assessments •Systematically reviewing D/F List 	<ul style="list-style-type: none"> •Standards based lessons •STAR practice questions •Tutoring centers •GATEWAY •AVID •Mentor Program •RTI •STAR Campaign •Support Classes •Academic Literacy •Cross-disciplinary teaching •Sheltered/EL Classes •Fundamental Classes •SPED Liaison •Learning Center •ELAC (English Learner Advisory Committee) •Honors/AP Classes 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •AVID Coordinator •EL Lead Teacher •SPED Teachers •Media Center Specialist •Student Mentors •Parents •Students •Site Council •Classified Staff •Campus security
<p>2. Increase the percentage all students achieving proficient or above in all four core subject areas on the CST exam by 5% by the end of the 2008-2009 academic year.</p>	<ul style="list-style-type: none"> •CST Data •Student Participation in STAR •CAHSEE •Subject Area Formative Assessments •Systematically reviewing D/F List 	<ul style="list-style-type: none"> •Standards based lessons •STAR practice questions •Tutoring centers •GATEWAY •AVID •Mentor Program •RTI •STAR Campaign •Support Classes •Academic Literacy •Cross-disciplinary teaching •Sheltered/EL Classes •Fundamental Classes •SPED Liaison •Learning Center •ELAC (English Learner Advisory Committee) •Honors/AP Classes 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •AVID Coordinator •EL Lead Teacher •SPED Teachers •Media Center Specialist •Student Mentors •Parents •Students •Site Council •Classified Staff •Campus security

ITEM 17

<p>3. Meet or exceed the number of students in all subgroups scoring proficient or higher on the CAHSEE as mandated by No Child Left Behind.</p>	<ul style="list-style-type: none"> •CST Data •Student Participation in STAR •CAHSEE •Subject Area Formative Assessments •Systematically reviewing D/F List 	<ul style="list-style-type: none"> •Standards based lessons •STAR practice questions •Tutoring centers •GATEWAY •AVID •Mentor Program •RTI •STAR Campaign •Support Classes •Academic Literacy •Cross-disciplinary teaching •Sheltered/EL Classes •Fundamental Classes •SPED Liaison •Learning Center •ELAC (English Learner Advisory Committee) •Honors/AP Classes •CAHSEE campaign •Counselor presentations 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •AVID Coordinator •EL Lead Teacher •SPED Teachers •Media Center Specialist •Student Mentors •Parents •Students •Site Council •Classified Staff •Campus security
<p>4. Develop formative assessments within like subject matter areas.</p>	<ul style="list-style-type: none"> •CST Data •Student Participation in STAR •CAHSEE •Subject Area Formative Assessments •Systematically reviewing D/F List 	<ul style="list-style-type: none"> •Use of Virtual Office to share •Collaboration time 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •AVID Coordinator •EL Lead Teacher •SPED Teachers •Media Center Specialist •Student Mentors •Parents •Students •Site Council •Classified Staff •Campus security
<p>5. Increase staff development opportunities for differentiation and enrichment.</p>	<ul style="list-style-type: none"> •CLAD Authorizations •BTSA •Department Meetings •Increased teacher participation in professional development opportunities 	<ul style="list-style-type: none"> •Use of Virtual Office to share •Collaboration time •BTSA participation •BTSA Mentors •Conference Attendance •Regular Release time •Teacher Training •Late Start 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Department Chairs •Teachers •Site Council

**School Goals for Improving Student Achievement
Torrey Pines High School
2008-2009 SPSA**

SCHOOL GOAL #2:

Gifted and Talented (GATE) - Increase Honors/AP student achievement via enrichment and differentiated opportunities.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
1. Increase the number of under-represented students participating in the GATE program	<ul style="list-style-type: none"> •AP Scores •AP Exam Data for Subgroups •PSAT Participation •SAT/ACT Scores and participation •Increase number of eligible students for NHS/CSF •Increase AVID participation and decrease attrition •Increase number of EL students in AP/Honors classes 	<ul style="list-style-type: none"> •GATEWAY •AP Practice Tests •Saturday Enrichment •Raise awareness of Scholarship opportunities for low Socio-Economic Status (SES) students on AP and college entrance exams •College and Career Center •Increase the number of under-represented students who have developed a four year plan •AVID College Trip •College Night •Career Day 	On-going	<ul style="list-style-type: none"> •Administration •Counselors •Teachers •GATE Site Coordinator •Communication Secretary •Site Council
2. Increase GATE student achievement in Honors and Advanced Placement (AP) classes.	<ul style="list-style-type: none"> •AP Scores •AP Exam Data for Subgroups •PSAT Participation •SAT/ACT Scores and participation •Increase number of eligible students for NHS/CSF •Increase AVID participation and decrease attrition •Increase number of EL students in AP/Honors classes 	<ul style="list-style-type: none"> •Science Fair Participation •Mathematica and Advanced Topics Math Classes •Art Fair •United States History Night of the Notables •Science Lecture Series •Cutting Edge Conversations •World Language Fair •Choices Night •EI Success Night •EL College Trip •Falcon Awards Night •Career Day •GATEWAY •AP Practice Tests •Saturday Enrichment •Raise awareness of Scholarship opportunities for low Socio-Economic Status (SES) students on AP and college entrance exams •College and Career Center •Increase the number of under-represented students who have developed a four year plan •AVID College Trip •College Night •Career Day 	On-going	<ul style="list-style-type: none"> •Administration •Counselors •Teachers •GATE Site Coordinator •Communication Secretary •Site Council

ITEM 17

<p>3. Increase staff development opportunities for differentiation and enrichment.</p>	<ul style="list-style-type: none"> •BTSA •Department Meetings •Increased teacher participation in professional development opportunities 	<ul style="list-style-type: none"> •Use of Virtual Office to share •Collaboration time •BTSA participation •BTSA Mentors •Conference Attendance •Regular Release time •Teacher Training •Late Start 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Department Chairs •Teachers •Site Council
--	---	---	-----------------	---

**School Goals for Improving Student Achievement
Torrey Pines High School
2008-2009 SPSA**

SCHOOL GOAL #3:

Special Populations - Develop and implement a clear, consistent, and systematic intervention plan to support at-risk, struggling students and/or English Language Learners.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>1. Develop and implement a school-wide Response to Intervention (RTI) Plan.</p> <p>2. Acquire full proficiency in English as rapidly and effectively as possible as measured by California English Language Development Test (CELDT) scores</p>	<ul style="list-style-type: none"> •Decrease in D/F list •CELDT scores •Decrease in suspensions and Saturday Schools •Increase student participation in school community •Increased student and teacher morale •CST Data •CAHSEE •Subject Area Formative Assessments 	<ul style="list-style-type: none"> •RTI Team to develop RTI Plan •Mentor Program •PALS •Tutoring Centers •Extended Library Hours •Breakfast Club •ELD Program •Challenge Days •Standards based lessons •STAR practice questions •Tutoring centers •GATEWAY •AVID •Mentor Program •RTI •STAR Campaign •Support Classes •Academic Literacy •Cross-disciplinary teaching •Sheltered/EL Classes •Fundamental Classes •SPED Liaison •Learning Center •ELAC (English Learner Advisory Committee) 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •AVID Coordinator •EL Lead Teacher •SPED Teachers •Media Center Specialist •Student Mentors •Parents •Students •Site Council •Classified Staff
<p>3. Increase staff development opportunities for differentiation and enrichment.</p>	<ul style="list-style-type: none"> •BTSA •Department Meetings •Increased teacher participation in professional development opportunities 	<ul style="list-style-type: none"> •Use of Virtual Office to share •Collaboration time •BTSA participation •BTSA Mentors •Conference Attendance •Regular Release time •Teacher Training •Late Start 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Department Chairs •Teachers •Site Council

**School Goals for Improving Student Achievement
Torrey Pines High School
2008-2009 SPSA**

SCHOOL GOAL #4:

School Community - Create and ensure a safe and respectful learning environment that supports, connects and motivates all students and staff.

S.M.A.R.T Objectives (Strategic & Specific Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe	Responsible Parties
<p>1. To increase the percent of students, staff, and parents who perceive school to be a safe and respectful environment.</p> <p>2. Provide more opportunities that promote student and staff connectedness.</p>	<ul style="list-style-type: none"> •Healthy Kids Survey •Increased student and teacher morale •Increased participation in school activities by students and staff •SDFA Staff Surveys and Newsletters •Campus Beautification •Decrease the number of students in Saturday School •Mentor Program participation •Project Options data; •Decreased number of referrals/suspensions •Decreased number of involuntary Sunset/NC transfers 	<ul style="list-style-type: none"> •Challenge Days •School Newsletters •Edline/AERIES parent portals •BTSN •Connect-Ed •Mentor Program •READINESS Days •Freshman Orientation •Expanding GATEWAY •PALS •Counseling Support Groups •Clubs •At lunch activities (TP Idol for ex) •New Student Lunches •School Newspaper •Yellow Ribbon Week •Red Ribbon Week •Discipline Policy •CST Data •Student Participation •CAHSEE •Subject Area Formative Assessments •Systematically reviewing D/F List •Awards Night •Project Options •Staff Development 	<p>On-going</p>	<ul style="list-style-type: none"> •Administration •Counselors •Teachers: •Student Mentors •Parents •Students •Site Council •Classified Staff •Campus security

VII. Programs Included in this Plan Torrey Pines High School

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$84,829.00
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$13,295.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): GATE	\$28,347.00
Total amount of state and federal categorical funds allocated to this school	\$126,471.00

ITEM 17

VIII. School Site Council Membership Torrey Pines High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	[X]	[]	[]	[]	[]
Garry Thornton	[]	[]	[X]	[]	[]
Lauren Dowell	[]	[]	[X]	[]	[]
Robert Caughey	[]	[X]	[]	[]	[]
Staci Ortiz-Davis	[]	[X]	[]	[]	[]
Erica Offerman	[]	[X]	[]	[]	[]
Leonor Youngblood	[]	[X]	[X]	[]	[]
Lori Wilson	[]	[]	[X]	[]	[]
Micah Sambrano	[]	[]	[X]	[]	[]
Ron Rabens	[]	[]	[X]	[]	[]
Susan Johnson	[]	[]	[X]	[]	[]
Carol Gershenson	[]	[]	[]	[X]	[]
Corinne Hackbart	[]	[]	[]	[X]	[]
Carole Larson	[]	[]	[]	[X]	[]
Raj Pratha	[]	[]	[]	[X]	[]
Sammy Chang	[]	[]	[]	[]	[X]
Jennifer Zhang	[]	[]	[]	[]	[X]
Emily Chisholm	[]	[]	[]	[]	[X]
Shannon Desperalta	[]	[]	[]	[]	[X]
David Hylan	[]	[]	[]	[X]	[]
Mallory Murphy	[]	[]	[]	[]	[X]
Numbers of members of each category	1	4	5	5	5

**Recommendations and Assurances
Torrey Pines High School**

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

- 1. The **School Site Council** is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 2. The **School Site Council** reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- 3. The **School Site Council** sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee

Other (list)

- 4. The **School Site Council** reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
- 5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This school plan was adopted by the **School Site Council** on: 10-23-08.

Attested:

Brett Killeen		
Typed name of school principal	Signature of school principal	Date
Ron Rabens		
Typed name of Council President	Signature of Council President	Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: John Addleman, Director of Planning and
Financial Management
Steve Ma, Assoc. Supt. of Business Services

SUBMITTED BY: Ken Noah, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION/REPORT ON
STATUTORY SCHOOL FEES AND
FINDINGS 2007-2008**

EXECUTIVE SUMMARY

Government Code Section 66006 provide that all school districts shall make available to the public certain information and adopt described findings relative to statutory school fees collected, pursuant to Government Code Sections 53080 *et seq.* and 65995 *et seq.*, and Mitigation Payments collectively. The described information and findings relate to Reportable Fees (Fund 25-19) received, expended or to be expended in connection with school facilities to accommodate additional students from new development if funded or partially funded with Reportable Fees. Reportable Fees have not been levied, collected or imposed for general revenue purposes.

The following Annual and Five Year Reports for fiscal year 2007-2008 include the information the District intends to review and adopt in accordance with Government Code Section 66006. These reports were made available to the public on December 16, 2008. No comments were received during the public review period.

RECOMMENDATION:

It is recommended that the Board adopt the resolution regarding statutory school fees and report for fiscal year 2007-2008, and findings in compliance with Government Code sections 66006 and 66001, as shown in the attached supplements.

FUNDING SOURCE:

Not applicable.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT RELATING TO
INFORMATION MADE AVAILABLE TO THE PUBLIC IN
THE FORM OF A STATUTORY SCHOOL FEES AND
MITIGATION PAYMENTS (“REPORTABLE FEES”)
REPORT FOR FISCAL YEAR 2007-2008
 (“REPORTABLE FEES REPORT”), AND FINDINGS THEREON, IN
COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001**

WHEREAS, San Dieguito Union High School District (“District”) has received and expended Reportable Fees in connection with school facilities (“School Facilities”) of the District for new development and these funds have been deposited in a capital facilities account as provided by Section 66006 (a) of the Government Code; and

WHEREAS, in accordance with Section 66006 (a) of the Government Code, the District has established and maintained a separate capital facilities account and maintained such capital facilities account in a manner to avoid any commingling of the Reportable Fees with other revenues and funds of the District, except for temporary investments, and has expended those Reportable Fees collected for the sole purpose for which they were collected; and

WHEREAS, Section 66006 (b)(1) of the Government Code provides that the District shall make available to the public within one hundred eighty (180) days after the last day of each fiscal year the following information in the form of a Reportable Fees Report:

- (A) A brief description of the type of Reportable Fee in the account.
- (B) The amount of the Reportable Fees.
- (C) The beginning and ending balance of the account.
- (D) The amount of the Reportable Fees collected and the interest earned.
- (E) An identification of each project (“Project”) of the District on which Reportable Fees were expended and the amount of the expenditures on each project, including the total percentage of the cost of the Project that was funded with Reportable Fees.

- (F) An identification of an approximate date by which the construction of a Project will commence if the District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in paragraph (2) of subdivision (a) of Section 66001, and the Project remains incomplete.
- (G) A description of each interfund transfer or loan made from the account, including the Project on which the transferred or loaned Reportable Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account will receive on the loan.
- (H) The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001; and

WHEREAS, Section 66001 (d) of the Government Code provides that for the fifth fiscal year following the first deposit into the account, and every five years thereafter, the District shall make all of the following findings with respect to that portion of the account remaining unexpended, whether committed or uncommitted:

- (1) Identification of the purpose to which the Reportable Fees are to be put.
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged.
- (3) Identification of all sources and amounts of funding anticipated to complete financing of the Projects of the District.
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the appropriate account; and

WHEREAS, when findings are required by Section 66001 (d) of the Government Code, they shall be made in connection with the information required by Section 66006 of the Government Code; and

WHEREAS, Section 66006 (b)(2) of the Government Code requires the Board of Trustees (“Board”) to review the information made available to the public at a regularly scheduled public meeting and any other relevant information including, but not limited to, that certain Reportable Fees Report prepared for District entitled “SAN DIEGUITO UNION HIGH SCHOOL DISTRICT ANNUAL AND FIVE YEAR REPORTS FOR FISCAL YEAR 2007-2008 IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001” (“REPORTABLE FEES REPORT”) not less than fifteen (15) days after this Reportable Fees Report is made available to the public; and

WHEREAS, the District has complied with all of the foregoing provisions.

NOW, THEREFORE, ON BEHALF OF THE DISTRICT IT IS HEREBY RESOLVED, DETERMINED AND ORDERED AS FOLLOWS:

Section 1. That pursuant to Government Code Sections 66001 (d) and 66006 (b)(1) and (2), the District has made available to the public the requisite information and proposed findings concerning collection and expenditure of Reportable Fees related to School Facilities for new development within the District.

Section 2. That the Board of the District at public meeting has reviewed the following information pursuant to Government Code Section 66006 (b)(1) as is required by Government Code Section 66006(b)(2):

- (A) A brief description of the type of Reportable Fee in the account.
- (B) The amount of the Reportable Fee.
- (C) The beginning and ending balance of the account.
- (D) The amount of Reportable Fees collected and the interest earned.

- (E) An identification of each Project on which Reportable Fees were expended and the amount of the expenditures on each Project, including the total percentage of the cost of the Project that was funded with Reportable Fees.
- (F) An identification of an approximate date by which the construction of the Project will commence if the District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in paragraph (2) of subdivision (a) of Section 66001, and the Project remains incomplete.
- (G) A description of each interfund transfer or loan made from the account, including the Project on which the transferred or loaned Reportable Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account will receive on the loan.
- (H) The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001; and

Section 3. That the Board of the District of a public meeting has reviewed the proposed findings as required by Government Code Section 66001 (d):

- (1) Identification of the purpose to which the Reportable Fees are to be put.
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged.
- (3) Identification of all sources and amount of funding anticipated to complete financing of Projects of the District.
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the appropriate account.

Section 4. That the Board of the District hereby determines that all Reportable Fees, collections and expenditures have been received, deposited, invested and expended in compliance with the relevant sections of the Government Code and all other applicable laws.

Section 5. That the Board of the District hereby determines that no refunds and allocations of Reportable Fees, as required by Government Code Section 66001, are deemed payable at this time.

Section 6. That the Board of the District hereby determines that the District is in compliance with Government Code Section 66000 *et seq.* relative to receipt, deposit, investment, expenditure or refund of Reportable Fees received and expended relative to School Facilities for new development.

ADOPTED, SIGNED AND APPROVED, this 15th day of January, 2009.

BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT

By: _____
President of the Board of Trustees of the
San Dieguito Union High School District

ATTEST:

By: _____
Clerk of the Board of Trustees of the
San Dieguito Union High School District

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

ITEM 18

I, Barbara Groth, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby, certify that the foregoing Resolution was duly adopted by the Board of Trustees of said District at a meeting of said Board held on the 15th day of January, 2009, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

By: _____
Clerk of the Board of Trustees of the
San Dieguito Union High School District

ITEM 18

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

I, Barbara Groth, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing is a full, true and correct copy of the Resolution of said Board and that the same has not been amended or repealed.

Date: January 15, 2009

By: _____
Clerk of the Board of Trustees of the
San Dieguito Union High School District

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ANNUAL AND FIVE YEAR REPORTS
FOR FISCAL YEAR 2007-2008
IN COMPLIANCE WITH
GOVERNMENT CODE SECTIONS 66006 AND 66001**

Government Code Sections 66006 and 66001 provide that the San Dieguito Union High School District (“District”) shall make available to the public certain information and adopt described findings relative to statutory school fees (“Statutory School Fees”) collected pursuant to Government Code Sections 53080 *et seq* and 65995 *et seq.*, Senate Bill 201 fees (“SB 201 Fees”) collected also pursuant to Government Code Section 65970 *et seq.*, and Mitigation Payments collectively (“Reportable Fees”). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities (“School Facilities”) to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include special tax proceeds, letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected, or imposed for general revenue purposes.

The following Annual and Five-Year Reports include the information and proposed findings the District intends to review and adopt in accordance with Government Code Sections 66006 and 66001.

I.

INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2007-2008:

1. In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2007-2008:

A. DESCRIPTION OF THE TYPE OF FEES IN THE ACCOUNT OF THE DISTRICT:

The Reportable Fees of the District for fiscal year 2007-2008 consist of Statutory School Fees.

B. AMOUNT OF THE REPORTABLE FEES:

The Statutory School Fee amounts for fiscal year 2007–2008 are set forth in Schedule A which is incorporated herein. These Statutory School Fee amounts were previously adopted on behalf of the District by the Board of Trustees (“Board”) of the District. The Statutory School Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Statutory School Fees do not adequately fund School Facility needs resulting from additional development within the District.

C. BEGINNING AND ENDING BALANCE OF ACCOUNT :

	Reportable Fees
Beginning Balance (7/01/07)	\$3,444,886.61
Ending Balance (6/30/08)	\$2,448,735.10

D. AMOUNT OF THE REPORTABLE FEES COLLECTED AND INTEREST EARNED:

Amount of Reportable Fees Collected	Amount of Interest Earned
\$725,045.05	\$84,765.82

E. IDENTIFICATION OF EACH PROJECT OF THE DISTRICT ON WHICH STATUTORY SCHOOL FEES WERE EXPENDED AND THE AMOUNT OF THE EXPENDITURES ON EACH PROJECT OF THE DISTRICT, INCLUDING THE TOTAL PERCENTAGE OF THE COST OF THE PROJECT OF THE DISTRICT THAT WAS FUNDED WITH STATUTORY SCHOOL FEES:

The foregoing information¹ is set forth in Schedule B, which are incorporated herein.

F. IDENTIFICATION OF AN APPROXIMATE DATE BY WHICH THE CONSTRUCTION OF PROJECT(S) OF THE DISTRICT WILL COMMENCE IF THE DISTRICT DETERMINES THAT SUFFICIENT FUNDS HAVE BEEN COLLECTED TO COMPLETE FINANCING ON AN INCOMPLETE PROJECT OF THE DISTRICT, AS IDENTIFIED IN PARAGRAPH (2) OF SUBDIVISION (A) OF SECTION 66001, AND THE PROJECT OF THE DISTRICT REMAINS INCOMPLETE:

The District determined that it had sufficient funds to initiate construction of the following in fiscal year 2007-2008:

Diegueno Middle School – CTE Tech/Action Lab

The District determined that it had sufficient funds to initiate construction of the following in fiscal year 2006-2007:

Sunset Continuation High School – Beautification/City Required Improvements
Sunset Continuation High School – Modernization

G. DESCRIPTION OF EACH INTERFUND TRANSFER OR LOAN MADE FROM THE ACCOUNT INCLUDING PROJECT(S) OF THE DISTRICT ON WHICH THE TRANSFERRED OR LOANED STATUTORY SCHOOL FEES WILL BE EXPENDED, AND, IN THE CASE OF AN INTERFUND LOAN, THE DATE ON WHICH THE LOAN WILL BE REPAYED, AND THE RATE OF INTEREST THAT THE ACCOUNT WILL RECEIVE ON THE LOAN:

Funds to Which Statutory School Fees Are Loaned	Amount	Date Loan To Be Repaid	Rate of Interest
N/A			

H. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

No refunds of Reportable Fees were made in fiscal year 2007-2008, and no refunds are required under applicable law.

¹ The information will also include any Statutory School Fees spent for administrative costs associated with the adoption, collection, and reporting of the Statutory School Fees.

SCHEDULE A.

Statutory School Fees:

Residential Development \$1.13 per square foot of habitable living space should development reside in Rancho Santa Fe Elementary School District. \$1.56 per square foot of habitable living space all other areas.

Commercial/Industrial Development \$.18 per square foot of covered and enclosed space should development reside in Rancho Santa Fe Elementary School District. \$.25 per square foot of covered and enclosed space all other areas.

SCHEDULE B.

Improvement	Amount Expended	Percent Funded
Site Improvements	\$ 294,593.88	100%
New Construction/Building Improvements	\$ 1,253,912.72	100%
Consultants/Studies/Demographics	\$ 68,548.65	100%
Legal Advertising	\$ 89.56	100%
Furniture & Equipment	\$ 163,483.10	100%
Administrative Costs	\$ 25,334.47	100%
<i>Total</i>	\$ 1,805,962.38	

II. FIVE YEAR REPORT

In accordance with Government Code Section 66001, the District provides the following information with respect to that portion of the account or sub-account(s) remaining unexpended, whether committed or uncommitted:

A. IDENTIFICATION OF THE PURPOSE TO WHICH THE REPORTABLE FEES ARE TO BE PUT

The purpose of the Reportable Fees imposed and collected on new residential and commercial/industrial development within the District during fiscal year 2007-2008 was to fund the additional grade 7-12 School Facilities required to serve the grade 7-12 Project Students generated by new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, as well as acquiring and installing additional portable classrooms to accommodate Project Students.

B. DEMONSTRATION OF A REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES FOR WHICH THEY ARE CHARGED

There is a roughly proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in its existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on new development will be used to fund School Facilities that will be used to serve the students generated from new development and the Reportable Fees do not exceed the costs of providing such School Facilities for new students.

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

Schedule C lists the proposed funding sources for all pending School Facility projects, as presently identified by the District:

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

Schedule D lists the approximate dates on which the funds are expected to be available for the School Facility Projects presently identified by the District

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 (2007-2008)
Schedule C 07-08

Project	Est. Cost	State School Bldg. Program	Mello Roos	NCW	Reportable Fees	Other
S.D. Academy High School						
New Construction*	\$10,800,234	unknown	unknown	unknown	unknown	unknown
Performing Arts Complex*	\$9,891,469	\$4,835,637	\$1,835,637	N/A	unknown	unknown
Relocatable Classrooms S/E Quad *	\$1,200,000	N/A	unknown	N/A	unknown	unknown
Playcourts*	\$500,000	N/A	unknown	N/A	unknown	unknown
La Costa Valley Middle School *						
	unknown	unknown	unknown	unknown	unknown	unknown
Sunset High School						
Beautification/City Req. Imp.	\$225,000	N/A	\$225,000	N/A	unknown	unknown
Modernization	\$1,091,367	\$654,820	\$436,547	N/A	unknown	unknown
Expansion – Phase II*	\$2,896,370	unknown	unknown	unknown	unknown	unknown
Earl Warren Middle School						
Modernization*	\$3,101,014	\$1,860,608	unknown	unknown	unknown	unknown
Pacific Highlands Ranch						
Middle School *	unknown	unknown	unknown	unknown	unknown	unknown
Diegueno Middle School						
CTE Tech/Action Lab	\$50,000	N/A	N/A	N/A	\$50,000	N/A
Torrey Pines High School						
Visual Performing Arts*	\$15,000,000	unknown	unknown	unknown	unknown	unknown
Maintenance Mod. & Expansion *						
	unknown	unknown	unknown	unknown	unknown	unknown
TOTAL	\$44,755,454	\$7,351,065	\$2,497,184	\$0.00	\$50,000	\$0.00

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

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 (2007-2008)
Schedule D 07-08

	State School			Reportable	
Project	Bldg. Program	Mello Roos	NCW	Fees	Other
S.D. Academy High School					
New Construction*	unknown	unknown	unknown	unknown	unknown
Performing Arts Complex*	2008/09	2007/08	N/A	unknown	unknown
Relocatable Classrooms (8) Phase 2 S/E Quad*	N/A	unknown	N/A	unknown	unknown
Playcourts*	N/A	unknown	N/A	unknown	unknown
La Costa Valley Middle School*					
	unknown	unknown	unknown	unknown	unknown
Sunset High School					
Beautification/City Req. Imp.	N/A	2006/07	N/A	unknown	unknown
Modernization	2008/09	2007/08	N/A	unknown	unknown
Expansion – Phase II*	unknown	unknown	unknown	unknown	unknown
Earl Warren Middle School					
Modernization*	2008/09	unknown	N/A	unknown	unknown
Pacific Highlands Ranch					
Middle School*	unknown	unknown	unknown	unknown	unknown
Diegueno Middle School					
CTE Tech/Action Lab	N/A	N/A	N/A	2007/08	N/A
Torrey Pines High School					
Visual Performing Arts*	unknown	unknown	unknown	unknown	unknown
Maintenance Mod. & Expansion*					
	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: January 6, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Terry King
Associate Superintendent/HR

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: Adoption of update to Policy 2420.1/
4320.1 Designation of Management
Positions

EXECUTIVE SUMMARY

Board Policy 2420.1/4320.1 was last revised January 5, 2005. Changes have occurred to the management class titles since that time requiring updating of the policy.

The attached proposed revision reflects the current management position titles. The titles are grouped by general type of position and alphabetized within each group.

RECOMMENDATION:

It is recommended that the Board approve and adopt the proposed update to policy 2420.1/4320.1.

FUNDING SOURCE:

None required.

Attachment

ITEM 19

ADMINISTRATION/MANAGEMENT 2420.1
4320.1

DESIGNATION OF MANAGEMENT POSITIONS

The Board of Trustees has investigated the duties and responsibilities of all its employees to determine whether they have significant responsibilities for formulating District policies or administering District programs. The following positions have been determined to have those responsibilities and, therefore, are designated as management:

Superintendent

~~Associate Superintendent/Instruction~~

Associate Superintendent/Business Services

Associate Superintendent/Educational Services

Associate Superintendent/Human Resources

Executive Director of Business Services

Executive Director of Curriculum & Assessment

~~Executive Director of Finance~~

Executive Director of Operations

Executive Director of Pupil Services

Director of Classified Personnel

Director of Educational Services

Director of Educational Technology

Director of Financial Services

Director of Human Resources

~~Director of Instructional Support~~

Director of Nutrition Services

Director of Planning and Financial Management

Director of Purchasing/~~Warehouse~~

Director of Risk Management

Director of Student Information Services

Director of Transportation

~~Coordinator of ROP/Pupil Services~~

Coordinator of Special Education

Student Services Specialist

Principal, ~~Senior~~ High School

Principal, Middle School

Principal, Adult School

Principal, Continuation High School

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Policy Adopted: May 7, 1987

Policy Revised: December 15, 1994

Policy Revised: January 19, 1995

Policy Revised: September 5, 1996

Policy Revised: August 17, 2000

Policy Revised: January 5, 2005

Policy Revised: January 15, 2009

ITEM 19

ADMINISTRATION/MANAGEMENT	2420.1
	4320.1
Assistant Principal, Senior High School	
Assistant Principal, Middle School	
Assistant Principal, Adult School	

No person serving in a position designated as management shall be represented by an exclusive representative. In employment relations with the Board of Trustees, any person serving in a Management position shall have the right to represent himself/herself individually or by any other group whose membership is composed entirely of employees serving in a position designated as management.

Legal Reference: The Government Code
3540.1(g) Designation of Management Positions
3543.4 Meeting and Negotiating in Public Educational Employment

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

<u>Policy Adopted:</u>	May 7, 1987
<u>Policy Revised:</u>	December 15, 1994
<u>Policy Revised:</u>	January 19, 1995
<u>Policy Revised:</u>	September 5, 1996
<u>Policy Revised:</u>	August 17, 2000
<u>Policy Revised:</u>	January 5, 2005
<u>Policy Revised:</u>	January 15, 2009

San Dieguito Union High School District

ITEM 20

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2009

BOARD MEETING DATE: January 15, 2009

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Ken Noah
Superintendent

SUBJECT: PROPOSED REVISION TO BOARD
POLICIES 5118 & 5118/AR-1, "Attendance
of Non-Residents / Interdistrict Attendance"

EXECUTIVE SUMMARY

In response to the potential change in the District's student funding model, staff is recommending revisions to the District's Interdistrict Attendance board policy 5118 and administrative regulation. Staff has researched policies of other districts and has concluded that the proposed changes give staff the greatest flexibility in determining criteria for accepting or not accepting interdistrict transfer students.

This item is being submitted for the first reading and will be resubmitted to the Board for approval on February 5, 2009.

RECOMMENDATION:

It is recommended that the Board review and make comments on the proposed revision to Board Policies 5118 & 5118/AR-1, "Attendance of Non-Residents / Interdistrict Attendance, as shown in the attached supplements.

STUDENTS

5118

ATTENDANCE OF NON-RESIDENTS/INTERDISTRICT ATTENDANCE

The Board of Trustees recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. ~~The Board desires to communicate with parents/guardians and students regarding the diverse educational programs and services that are available.~~

~~Transportation shall not be provided for pupils attending on an interdistrict attendance agreement.~~

Upon request by student's parents/guardians, the superintendent or designee may approve interdistrict permits with other districts on a case-by-case basis to meet individual student's needs.

The interdistrict attendance permit shall be valid for the school year and renewed annually not to exceed a term of five (5) years and shall stipulate terms and conditions under which interdistrict attendance shall be permitted, denied or revoked (Education Code 46600).

Transportation shall not be provided for pupils attending on an interdistrict attendance agreement.

~~The superintendent or designee may deny interdistrict permits because of overcrowding with the district's schools or programs.~~

The Board of Trustees of the San Dieguito Union High School District, when making its determination whether to enroll an individual who has been expelled or pending expulsion from another school district for acts other than Education Code 48915 a and c, will consider the following option:

- (1) Deny enrollment
- (2) Permit enrollment
- (3) Permit conditional enrollment in a regular school program or another education program

Notwithstanding any other provision of law, the Board of Trustees, after a determination has been made, pursuant to a hearing, that a student expelled from another school district for an act other than those described in subdivision (a) or (c) of Section 48915 does not pose a danger to either the pupils or employees of the school district, may permit the student to enroll in a school in the ~~San~~

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Policy Adopted: March 27, 1980
Policy Revised: January 16, 1997
Policy Revised: January 15, 1998
Policy Revised: August 21, 2008
Policy Draft: **January 15, 2009**

ITEM 20

STUDENTS

5118

~~Dieguito Union High School~~ District during the term of expulsion, provided that he or she, subsequent to the expulsion, either has established legal residence in the ~~San Dieguito Union High School~~ District, pursuant to Section 48200 of the Education Code. The enrollment may be on a conditional basis until the period of the expulsion has ended.

~~The Superintendent is authorized to develop administrative regulations for the enrollment of students whose legal residence is outside the boundaries of the San Dieguito Union High School District.~~

Legal Reference: CALIFORNIA EDUCATION CODE

46600-46611	Interdistrict attendance agreements
48204	Residency requirements for school attendance
48300-48315	Student attendance alternatives
48915	Expulsion; particular circumstances
48915.1	Expelled individuals; enrollment in another district
48918	Rules governing expulsion procedures
48980	Notice at beginning of term
52317	Admission of persons including nonresidents to attendance area; workers' compensation for pupils

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 198 (2001)
87 Ops.Cal.Atty.Gen. 132 (2004)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District,
(2002) 98 Cal.App.4th 1275

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Policy Adopted: March 27, 1980
Policy Revised: January 16, 1997
Policy Revised: January 15, 1998
Policy Revised: August 21, 2008
Policy Draft: January 15, 2009

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

ATTENDANCE OF NON-RESIDENTS/INTERDISTRICT ATTENDANCE

Transfers into the District

General Information

1. Students who are residents of another district may request a transfer to the San Dieguito Union High School District. The Board of Trustees retains the authority to grant or deny a request for an interdistrict attendance permit to the district pursuant to the process and procedures outlined in this regulation. In the absence of an approved interdistrict attendance permit, students are expected to attend the school in the school district in which they reside.
2. The enrollment of pupils from other districts is not mandatory. In determining acceptance of interdistrict transfer requests, the District will consider a number of factors including space availability, program availability, state funding model, attendance, citizenship, satisfactory scholarship and any other factors deemed appropriate.
3. ~~Due to overcrowding at district 9-12 high schools, consideration of interdistrict applications will be limited to grades 7-8 effective with the 1998-99 school year. Non-resident students in grades 8-11 attending district schools through an interdistrict agreement in 1997-98 may reapply each school year to advance through high school graduation provided they meet all requirements of attendance, citizenship, and scholarship satisfactory to the school of attendance.~~
Non-resident students in grades 7-11 attending district schools through an interdistrict agreement in 1997-98 may reapply each school year to advance through high school graduation provided they meet all requirements of attendance, citizenship, and scholarship satisfactory to the school of attendance.
4. All communication shall be in writing using appropriate forms.
5. The Superintendent or designee may request any information needed to verify the validity of the request from the student, parent/guardian, including information from other district personnel, and/or school personnel from the student's school of residence and last school of attendance. If other public or private service agencies or professionals are involved, the Superintendent or designee may consult with such agencies or individuals for additional information.
6. Students shall remain enrolled in their current school of attendance until the transfer request process is complete.
7. A student who transfers from one school to another without a

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: **January 15, 2009**

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

change in his/her home residence may forfeit the right to compete in interscholastic athletics. Athletic eligibility is determined by C.I.F. Athletic Eligibility Board. Applications for athletic eligibility must be submitted to the district Athletic Director.

8. An interdistrict attendance permit, whether into or out of the district, is valid for one school year only and must be renewed annually. It is furthermore valid only while the conditions stated in the application are maintained; and will be continued in force only as long as the pupil's attendance, citizenship, and scholarship are satisfactory to the school of attendance. The student and parent/guardian must also sign an Interdistrict Attendance Contract annually (E 5118).
9. Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)
10. The interdistrict attendance permit and the interdistrict attendance contract shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

Procedure for Requesting an Interdistrict Attendance Permit

1. Secure application form from the district of residence and fill in reasons for request in space provided. Make sure that all sections of Part A are completed.
2. Obtain approval of the authorized school administrator of the district of residence.
3. Submit the completed application to the administrator of school district of proposed attendance. Also secure and submit a completed Interdistrict Attendance Contract to the administrator of school district of proposed attendance.
4. Parents will be notified by mail by the district of residence of the final decision on the application.
5. If the request for an interdistrict attendance permit is approved, the Superintendent or designee shall determine which district school the student shall be assigned to. The Superintendent or designee shall notify the parent/guardian in writing of the interdistrict attendance permit approval and school assignment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: January 15, 2009

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

6. If the interdistrict attendance permit request is denied, the Superintendent or designee shall notify the parent/guardian in writing of the denial and of the right to appeal to the County Board of Education as specified in Education Code 46601.
7. Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance permit denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)
8. The Superintendent or designee shall notify the student's district of residence of the decision to approve or deny the request.

Considerations for Approval

The Superintendent or designee may consider interdistrict attendance permits for the following reasons:

1. To allow students to remain with a class graduating that year from a junior or senior high school.
2. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year.
3. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.
4. To meet the child care needs of a student, such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries. These permits are to be granted only when it is impossible to arrange adequate child care or supervision in the district of residence.
5. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance.
6. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: January 15, 2009

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

7. When the parent/guardian provides written evidence that the family will be moving into the district during the school year and would like the student to start the year in the district
8. When a student will be living out of the district for one year or less.
9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.
12. To permit children of district employees to attend district schools consistent with current Master Contracts with CSEA, SDFA, and non-represented groups.

Revocation of Interdistrict Attendance Permits

1. The Superintendent or designee may revoke an interdistrict attendance permit at the close of a reporting period if the student fails to meet any one of the following conditions while attending a school within the district:
 - a. Minimum academic Grade Point Average (GPA) of 2.0;
 - b. Satisfactory school citizenship; or
 - c. Satisfactory attendance, including promptness in arriving to school and classes during the day.
2. The Superintendent or designee may revoke an interdistrict attendance permit if material information provided in the application is found to be false or fraudulent.
3. The Superintendent or designee shall revoke an interdistrict attendance permit if the student is expelled. The student's school assignment during a suspended expulsion or readmission will be in the school in the attendance zone in which the student resides.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: January 15, 2009

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

Voluntary Withdrawal

If a student voluntarily leaves the school or the district to which an interdistrict attendance permit has been granted, the Superintendent or designee shall void the permit.

Transfers out of the District

When a student transfers out of the district, a brief statement will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. This statement will be appended to any permanent record sent to another school in or outside California.

Students who transfer out of the district during their senior year may receive a diploma from this district, provided they have met all district graduation requirements.

Students transferring or withdrawing from ~~school~~ **the district** shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

~~Legal Reference: CALIFORNIA EDUCATION CODE~~

~~48011 Admission from kindergarten or other school~~

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: **January 15, 2009**

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

ATTENDANCE OF NON-RESIDENTS
INTERDISTRICT ATTENDANCE

~~Following are the guidelines established by school districts in San Diego County for Board approved Interdistrict Attendance Agreements:~~

- ~~1. The enrollment of pupils from districts other than that of residence is not mandatory. If there is sufficient room in the school of desired attendance, requests will be considered, provided the reasons are justifiable. Special Attendance Permits may be granted for the following reasons:
 - ~~a. Senior Student — Those pupils who are in the highest grade of an elementary, junior, or senior high school may be permitted to graduate in the school which they have attended just prior to their move to another district.~~
 - ~~b. Personal and Social Adjustment — These to be on a trial basis for social or academic adjustment only. These cases must have verification by the school authorities of the district of residence and the school authorities of the district of desired attendance.~~
 - ~~c. Specialized Courses or Training — Availability of specialized courses or training in district of desired attendance where not available in district of residence.~~
 - ~~d. Child Care — These to be granted only when it is impossible to arrange adequate child care or supervision in the district of residence.~~
 - ~~e. Contemplated Change of Residence — Specific and written evidence must be given that a home in another district is being obtained. Such permit should not be issued for longer than three months.~~~~
- ~~2. Requests based upon convenience or personal preference WILL NOT BE CONSIDERED.~~
- ~~3. Procedure for making application for an Interdistrict Attendance Permit:~~

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: **January 15, 2009**

ITEM 20

STUDENTS

5118/AR-1
~~ATTACHMENT A~~

- a. ~~Secure application blank in triplicate from the district of residence and fill in reasons for request in space provided. Make sure that all sections of Part A are completed.~~
 - b. ~~Obtain approval of the authorized school administrator of the district of residence.~~
 - c. ~~Take application to administrator of school district of proposed attendance.~~
 - d. ~~Parents will be notified by mail by the district of residence of the final decision on the application.~~
4. ~~An Interdistrict Attendance Permit is valid only during the school year for which it is issued. It is furthermore valid only while the conditions stated in the application are maintained, and will be continued in force only as long as the pupil's attendance, citizenship, and scholarship are satisfactory to the school of special attendance.~~

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: January 16, 1997

Administrative Regulation Revised: January 15, 1998

Administrative Regulation Draft: **January 15, 2009**