

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT  
BOARD OF TRUSTEES  
BOARD WORKSHOP  
AGENDA**

**AUGUST 20, 2009  
3:05 PM**

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

The Governing Board of the San Dieguito Union High School District has scheduled a Board Workshop for Thursday, August 20, 2009, at the above location, in the Board Room.

1. CALL TO ORDER..... 3:05 PM

**INFORMATION ITEMS**

2. LONG RANGE FACILITIES PLANNING UPDATE AND DISCUSSION
3. SDUHSD STRATEGIC PLAN & ACTION PLANS UPDATE
4. ADJOURN

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

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 11, 2009

**BOARD MEETING DATE:** August 20, 2009

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

**SUBJECT:** DISTRICT STRATEGIC PLAN & ACTION PLANS

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### **EXECUTIVE SUMMARY**

The 2008-09 school year was devoted to a planning process with a focus on revitalizing the district's Strategic Plan.

The district Strategic Planning Committee was comprised of thirty-two members representing classified employees, teachers, administrators, parents, students, community representatives, and representation from the Board of Trustees.

On July 16, 2009, The Board of Trustees reviewed the final draft of the work of the Strategic Planning Committee. The work included the following documents:

1. SDUHSD Strategic Plan: Mission Statement
2. SDUHSD Strategic Plan: Values
3. SDUHSD Strategic Plan: Priorities
4. SDUHSD Strategic Plan: Beliefs
5. SDUHSD Strategic Plan: Commitments
6. SDUHSD Strategic Plan: Areas of Focus

At the conclusion of the workshop, the Board was informed that the Superintendent's Cabinet had begun tasks to provide work plans for each of the Areas of Focus, now entitled, Action Plans.

Presented this evening is a draft of the completed document, 2009-10 District Strategic Plan that includes the six documents reviewed in July and the nine Action Plans as follow:

- 1.0 Curriculum
- 2.0 Instruction
- 3.0 School Improvement, Assessment & Accountability
- 4.0 Student Support Systems & Practices
- 5.0 21<sup>st</sup> Century Technology & Learning
- 6.0 High Quality Staff
- 7.0 Community Engagement & Partnerships
- 8.0 Safe & Welcoming Environment
- 9.0 Resources & Physical Learning Environment

### **RECOMMENDATION:**

This information is presented for Board review, discussion and input. This item will be brought to the Board in October for approval.

The Board is also asked to consider the following time line for 2009-10 for approving and communicating the plan to audiences internal and external to the district. That time line will include:

August	Review with District Leadership Team
August	Work Session with Board of Trustees
September	Work Session with District Strategic Planning Committee
	<ul style="list-style-type: none"><li>• Review with whole committee (1.5 hr)</li><li>• Review session with committee representatives from each site and building principals/directors (1.5 hr)</li></ul>
October	Final approval by Board of Trustees
2009-10	Communication Plan
	<ul style="list-style-type: none"><li>• Presentations to staff at each site by committee representatives and principals/directors (Oct)</li><li>• Presentation to Parent Site Representative Council (Oct)</li><li>• Presentation to District Coordinating Council (Oct)</li><li>• Presentation to Parent Curriculum Advisory Committee (Oct)</li><li>• Presentation to Elementary “feeder” district Superintendents, Associate Superintendents and parent organizations (Oct-Jan)</li></ul>

- Review at monthly principal meetings
- Review at monthly Board Workshops, by Action Plan Area
- Superintendent's Annual Report (May)

**FUNDING SOURCE:**

Not applicable

KN/bb



# San Dieguito Union High School District

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Ken Noah  
Superintendent

## 2009 - 10 DISTRICT STRATEGIC PLAN

**DRAFT**



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# SDUHSD STRATEGIC PLAN, 2009-10

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# SDUHSD STRATEGIC PLAN, 2009-10

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## BOARD POLICY 0400

## STRATEGIC PLAN

### PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

#### STRATEGIC PLAN

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a Strategic Plan that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve.

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the district's Strategic Plan which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district Strategic Plan at least once each year. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's Strategic Plan to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward meeting the Plan's annual priorities.



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# STRATEGIC PLAN

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2009-10

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## V I S I O N

**“ENGAGED, INSPIRED, PREPARED”**

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



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# STRATEGIC PLAN

2009-10

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## “HIGH QUALITY STAFF”

- ◆ Achievement
- ◆ Character
- ◆ Relevance
- ◆ Engagement
- ◆ Equity & Access
- ◆ Creativity, Innovation, Critical Thinking
- ◆ Diversity

## “COMMUNITY CONNECTEDNESS”



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# STRATEGIC PLAN

2009-10

## B E L I E F S

- ◆ ALL STUDENTS CAN LEARN :  
Not on the same day...Not in the same way. Each has talents to be discovered, skills to be developed, and a mind to be nourished, which is the shared responsibility of the community
- ◆ Students, as lifelong learners, learn best when they are actively engaged in their learning and use relevant applications for solving problems.
- ◆ Instruction, staff development and assessment efforts must be aligned to maximize effective achievement of goals
- ◆ Student success and well-being are best achieved through a balanced program that addresses the intellectual, physical, aesthetic, social, and emotional development of each student.
- ◆ Individual needs are best met by a variety of instructional techniques and technologies providing options for students inside and outside the classroom.
- ◆ As members of an inclusive community we must all model respect and demonstrate the highest ethical behavior.
- ◆ A positive, safe and supportive learning environment is necessary for an effective education.
- ◆ Resources must be aligned with the core mission of the district to maximize student achievement and success.



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# STRATEGIC PLAN

2009-10

## P R I O R I T I E S

### WHAT MATTERS MOST

- ◆ Fostering a desire for lifelong learning, achievement and service to others
- ◆ Sharing a commitment to high expectations for the growth and achievement of each student and staff member
- ◆ Supporting the needs and welfare of each student
- ◆ Encouraging consistency, creativity and innovation to attain the vision
- ◆ Continuously improving our organization
- ◆ Pursuing a culture where all students are engaged in rigorous, relevant & technology-rich curriculum
- ◆ Developing meaningful relationships among students & families
- ◆ Engaging students, parents and community members as partners in the educational process
- ◆ Promoting involvement & empowerment
- ◆ Respecting and valuing the diversity of our community



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# STRATEGIC PLAN

2009-10

## COMMITMENTS

- ◆ All students will have the skills and knowledge essential to the pursuit of their personal long-term educational, career and life goals
- ◆ All students will have the knowledge and skills necessary to meet standards of achievement and performance
- ◆ All students will demonstrate an understanding of their responsibility as members of an interdependent, global, and multi-cultural society
- ◆ All students will demonstrate an understanding of and responsibility for ethical behavior
- ◆ All students will demonstrate an understanding of and responsibility for ethical behavior



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# STRATEGIC PLAN

2009-10

## A R E A S O F F O C U S

- ◆ Leadership and unique school culture
- ◆ Rigorous, relevant, coherent curriculum
- ◆ Instructional best practice in support of student learning and engagement
- ◆ Assessment and accountability
- ◆ Student support systems & practices
- ◆ 21<sup>st</sup> Century technology and learning
- ◆ Quality staff and professional learning
- ◆ Family & community partnerships
- ◆ Safe & welcoming schools
- ◆ Resources & physical learning environments



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# ACTION PLANS

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2009-10

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To provide the leadership at all levels that promotes consistency, creativity and innovation to attain our vision through a commitment to continuously improve the district on behalf of the students

- 1.0 Curriculum
- 2.0 Instruction
- 3.0 School Improvement Assessment & Accountability
- 4.0 Student Support Systems & Practices
- 5.0 21st Century Technology & Learning
- 6.0 High Quality Staff
- 7.0 Community Engagement & Partnership
- 8.0 Safe & Welcoming Environment
- 9.0 Resources & Physical Learning Environments



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# Action Plans

2009-10

## 1.0 CURRICULUM

To provide rigorous, relevant and coherent learning opportunities through the articulation of curriculum, program consistency, and alignment with State of California standards to ensure every student will graduate prepared for college, work and citizenship.



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- 1.1. Continue to develop consistency of learning objectives and performance objectives.
  - 1.1.1. At the school site level, use staff collaboration time to identify common essential learning objectives within similar subjects
  - 1.1.2. At the school site level, use staff collaboration time to identify common performance objectives within similar subjects
- 1.2. Examine academic issues related to articulating between elementary, middle and high school.
  - 1.2.1. Academic Articulation
    - ❖ Associate Superintendent of Educational Services will continue to host meetings with elementary Associate Superintendents to discuss curricular issues that impact the high school district. Areas of focus for 2009-2010 are:
      - ❖ Math sequencing – to ensure incoming middle school students are best prepared to successfully complete algebra in the eighth grade
      - ❖ Timely transfer of accurate student demographic and academic information
      - ❖ Identifying literacy skills necessary to be successful in core academics
  - 1.2.2. Vertical alignment of curriculum between middle school and high school
    - ❖ Through the process of identifying essential learning and performance objectives for each subject, departments will have a better understanding of the sequencing of curriculum and performance expectations between middle school and high school. Additionally, departments will have a better understanding of sequencing and performance between subject levels.
    - ❖ Provide collaboration time for middle and high school teachers who teach the same subject to ensure that the learning and performance objectives are aligned.
    - ❖ Provide collaboration time for middle and high school teachers who teach sequential courses to identify the content knowledge and essential skills necessary to be successful at the next level.

# Action Plans

2009-10

## 1.0 CURRICULUM (CONTINUED)

1.2.3. Provide staff development time to create and align curriculum.

- ❖ School sites will provide collaboration time through regularly scheduled meetings.
- ❖ Educational Services will fund teacher release time to focus on identifying essential learning outcomes and performance objectives, developing common assessments, analyzing assessment results, and developing interventions to provide support to all students.

1.3. District will provide professional development opportunities for curriculum development in the areas of:

1.3.1. Identifying essential learning and performance objectives

1.3.2. Developing valid, reliable and meaningful common assessments where the data can be used to monitor student growth within a subject.

1.3.3. Analyzing assessment results that inform classroom instruction and help students better understand their academic strengths and areas in need of improvement.

1.3.4. Curricular development designed to ensure essential learning and performance objectives are attainable. This process will require professional development opportunities be offered in the areas of backwards lesson design, differentiating instruction to ensure academic needs are met for each student and curricular mapping.

1.4. Develop master schedules that allows for interdisciplinary teaching, academic intervention opportunities, departmental, and cross-curricular collaboration.

1.5. Develop curriculum for English Learner Development (ELD) courses at the middle school.

1.5.1 Middle school ELD teachers will develop district-wide curriculum to meet the instructional needs of each student.

1.5.2 English Learner Lead teachers will meet quarterly to continue to align curriculum, analyze student performance and develop interventions to support underperforming students.



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# Action Plans

2009-10

## 1.0 CURRICULUM (CONTINUED)

1.6. Continue to align learning and performance objectives of AVID (Advancement Via Individual Determination) programs throughout the district.

1.6.1. Implement consistent tutoring processes.

1.6.2. Transition from literature based curriculum to standards-based curriculum with a focus on technical reading and writing.

1.7. Maintain ROP/CTE (Regional Occupational Program / Career Technical Education) opportunities by providing personnel and resources to run over 70 courses district-wide.

1.7.1. NOTE: Maintaining these programs is a challenge with the current State budget crisis. ROP/CTE programs will be expanded as the budget improves.



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# Action Plans

2009-10

## 2.0 INSTRUCTION

Through the use of research based best practice, design, deliver and differentiate instruction that effectively uses research based best practices that responds to the learning needs of each student.

2.1 Provide professional development focusing on designing and implementing lessons that allow for differentiation to meet the needs of each student.

2.1.1 The Principals and Executive Director of Curriculum and Assessment will identify the type and frequency of professional development focusing on designing lessons that allow for differentiation.

2.2 Use results of formative and summative assessment to guide instruction for each student which leads to differentiated instruction.

2.2.1 Dedicate back to school inservice (before the start of school each year) will be dedicated to reviewing and analyzing California Standards Tests, California High School Exit Exam and Advanced Placement results.

- ❖ Departments will use focus questions developed by district and site administrators to guide their analysis.

- ❖ Based on analysis, departments will determine areas of the curriculum where student underperformed and identify adjustments in pacing, content and/or lesson design.

- ❖ Results from state testing will be used to set achievement goals for all students and subgroups. Each school's Single Plan for Student Achievement (SPSA) will include these goals. SPSA action plans will address the resources, programs and personnel necessary to achieve these academic goals

2.2.2 Develop common site-based formative and summative assessments in all academic subjects.

- ❖ Develop at least one site-based common assessments within each academic subject area by the end of 2009-2010.

- ❖ Implement common site-based assessments throughout the school year in all academic subjects. This may be in the form of common end-of-unit assessments, quarterly (or periodic) assessments, or common questions used by all teachers embedded into regularly scheduled tests.



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# Action Plans

2009-10

## 2.0 INSTRUCTION (CONTINUED)

2.2.3 Teachers will have regularly scheduled collaboration time to develop common assessments, analyze assessment results for each student and develop interventions to support underperforming students.

- ❖ Principals and department chairs will continue to establish regular collaboration opportunities.
- ❖ In schools where collaboration time is not embedded into the bell schedule, administration will work with department chairs to establish collaboration opportunities through release days and/or after school meetings.
- ❖ The Educational Services department will provide funding for collaboration time not built into the existing bell schedule. Each Principal will be responsible for submitting a budget to the Executive Director of Curriculum and Assessment requesting funds to support staff collaboration

2.3 Establish high performance expectations for all levels of classes.

2.3.1 Continue to align learning and performance objectives in college prep, honors and advanced placement courses such that the curriculum within a subject is consistent from teacher to teacher.

2.3.2 Teachers within subjects will identify and agree on the content to be covered, the skills students will be able to demonstrate and a consistent way to measure student results.

2.3.3 Continue to ensure the curriculum of academic support programs (e.g. AVID, Academic Literacy, Study Island) align directly with content covered in core content areas.

2.4 Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student.



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# Action Plans

2009-10

## 3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY

To refine consistent and coherent collaborative school improvement processes appropriate for each school site, using formative and summative assessment data to set, monitor and evaluate achievement for students.



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- 3.1. Continue to develop Single Plans for Student Achievement (SPSA) at the school sites that serve as the instructional road map designed to:
  - 3.1.1. Identify specific performance targets for all students on State and site-based assessments.
  - 3.1.2. Develop action plans to establish the types of interventions and classroom activities designed to improve student achievement.
  - 3.1.3. Identify staff responsible for ensuring the action plan is implemented.
  - 3.1.4. Be reviewed quarterly by the school site council, department chairs, student leadership groups and parent organizations to monitor student progress in meeting performance objectives.
- 3.2. Provide professional development for administrators and teachers focusing on developing valid, reliable and useful common assessments, analyzing results and implementing interventions designed to improve student achievement
  - 3.2.1. Results from formative and summative assessments will be used by teachers to adjust instruction and determine appropriate interventions for underperforming students.
  - 3.2.2. The need for staff development in these areas will be based on the results of individual meetings with each principal that was completed at the end of June, 2009. The Executive Director of Curriculum and Assessment will work in conjunction with each site principal to determine the school site's exact professional development needs.
- 3.3. Data Director implementation
  - 3.3.1. Train all administrators and teachers on how to effectively use Data Director as a tool to inform instruction, monitor student academic progress and analyze the effectiveness of academic interventions by January 2010.
    - ❖ Advanced administrative training is set for August 18, 2009 where the focus will be on building reports that can be used to analyze student progress and the effectiveness of support programs.
    - ❖ Teams of Administrators will be trained to train teachers on how to use Data Director on August 19, 2009.

# Action Plans

2009-10

## 3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY (CONTINUED)

- ❖ Basic training for teachers (facilitated by site administrators) will be offered September 14<sup>th</sup> – October 2<sup>nd</sup>.
- ❖ During the week of October 5<sup>th</sup> teams of teachers will be trained to train other teachers in the advanced features of Data Director.
- ❖ Advanced teacher training (facilitated by teacher teams) will be offered from November 2009 to January 2010.

3.4. Develop common assessments that align directly to learning objectives for each subject area.

3.4.1. Professional development will be provided based on individual site needs as determined by the Principal

3.4.2. Collaboration time will be provided to teachers to create the common assessments. Collaboration time varies from site to site based on current school schedule.

3.5. Use results of summative and formative assessments to identify targeted interventions for underperforming students and provide students with useful information about their learning progress

3.5.1. Administrators will analyze STAR results from 2009 during the August 12<sup>th</sup> and 13<sup>th</sup> inservice.

3.5.2. Teachers will analyze STAR results from 2009 during district inservices on August 27<sup>th</sup> and 28<sup>th</sup>.

3.5.3. Site level analysis of common assessments will be ongoing

3.6. Use data to monitor student progress in academic core and support programs.

3.6.1. Through the use of Data Director, students who are receiving academic support can be monitored regularly. As we continue to develop common assessments, the results can be used as a way to measure student progress. Interventions in support programs can be implemented based on the needs of each student.



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# Action Plans

2009-10

## 3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY (CONTINUED)

- 3.7. Use longitudinal data to provide feedback to administrators and teachers as their student's progress year to year.
  - 3.7.1. Track the yearly progress of students who participate in support programs (e.g. AVID, Academic Literacy, Reclassified English Learners).
  - 3.7.2. Track the yearly progress of subgroup populations (e.g. English Learners, SPED).
  - 3.7.3. Use results of common assessments and State summative assessments to monitor student growth and to assess the effectiveness of the support program and/or specific interventions being used.
- 3.8. Staff works to increase parents understanding of the results of common assessments



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# Action Plans

2009-10

## 4.0 STUDENT SUPPORT SYSTEMS & PRACTICES

To deliver a comprehensive and coordinated system of assistive programs and expanded learning that promotes higher achievement of students requiring additional academic support.



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- 4.1 Refine and implement practices and strategies for a comprehensive district wide student support system.
  - 4.1.1 Establish a district wide Student Study Team (Student Assistance) process for the purpose of resolving student academic and behavioral difficulties prior to the identification into special education.
  - 4.1.2 Train district staff members on the use and interpretation of student data from Data Director in order to make informed decisions regarding programs to support students.
  - 4.1.3 Use data to evaluate the effectiveness of current site-based student support programs on an ongoing basis.
  - 4.1.4 Annually evaluate the delivery of assistive programs and the collaborative relationships among the general education classroom teachers, special education staff, AVID staff, and others to address student and program needs.
- 4.2 Continue to implement a uniform system for referrals and reviews for Section 504 Accommodation Plans.
  - 4.2.1 Train district staff on the District's Section 504 process in order to establish a uniform process for referring, implementing and reviewing Section 504 Accommodation Plans.
- 4.3 Continue the improvement of instructional services for students with disabilities through ongoing staff development activities in the following areas:
  - ❖ Behavior
  - ❖ Written Language
  - ❖ Autism
  - ❖ Reading
  - ❖ Student Motivation
  - ❖ Instructing Learning Disabled Students in the General Education Environment.
- 4.3.1 Continue to prepare and support students with disabilities to take and successfully complete academic courses in the general education environment.

# Action Plans

2009-10

## 4.0 STUDENT SUPPORT SYSTEMS & PRACTICES (CONTINUED)

- 4.3.2 Meet with North County Consortium for Special Education director and San Diego County Children's Mental Health and other agencies to expand the support for students with severe emotional needs.
- 4.3.3 Continue to evaluate the effectiveness of the innovative programs for students with disabilities which include: Transition Alternative program (TAP), Social Emotional Academic Supports (SEAS), Coastal Learning Academy (CLA), WorkAbility (WA), and Learning Centers (LC).
- 4.3.4 Continue the development of independence and resiliency amongst students with disabilities through effective Individual Transition Plans.
- 4.4 Continue to explore and evaluate the implementation of Response to Intervention (RTI) as a framework for building school-wide/district-wide intervention system for students with academic and/or behavioral issues.
  - 4.4.1 Link one pilot middle school and one pilot high school with the San Diego County Office of Education Consortium for Response to Intervention Initiative.
  - 4.4.2 Hold meetings with site staff members from pilot school and district office staff to identify tasks to complete and establish a time line for implementing RTI.
- 4.5 Research additional avenues to address the alcohol and drug use by district student while maintaining the current model of alcohol and drug use intervention via the Recovery Education Alcohol Drug Education Instruction (READI) program.
  - 4.5.1 Continue to encourage and support students in accessing READI.
  - 4.5.2 Maintain the collaborative relationship with San Dieguito Alliance, district staff members, parents and other community members.
  - 4.5.3 Explore and identify additional research-based drug and alcohol prevention programs.



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# Action Plans

2009-10

## 5.0 21<sup>ST</sup> CENTURY TECHNOLOGY & LEARNING

To enhance school, teacher and student access to and purposeful use of technology-based resources to differentiate instruction, support and improve learning, expand educational options, and increase motivation and success.



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- 5.1 Teachers will be trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles.
  - 5.1.1 Teachers will increase access to technology to enhance academic programs.
  - 5.1.2 Create electronically published projects allowing the students to communicate ideas and opinions with creative and interactive media.
  - 5.1.3 Create spreadsheets in order to manipulate data, create graphs, analyze information, and explore concepts.
  - 5.1.4 Locate, retrieve, and evaluate information available on the Internet, and incorporate into a variety of research projects and papers.
  - 5.1.5 Communicate via email with other students or professionals around the world, extending the-learning environment beyond the classroom walls.
  - 5.1.6 Utilize courseware specific to each content area to present and reinforce concepts.
  
- 5.2 All students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs.
  - 5.2.1 The district will distribute courseware and video projectors throughout classrooms for student use.
  - 5.2.2 The computer component lab in the media center will be equipped with Interactive White Board technology.
  - 5.2.3 Students will practice and demonstrate proficiency in the creation of teacher-directed, student-selected, research projects and activities. Mastery of such skills will give students the option to incorporate an electronic component as part of any project.
  - 5.2.4 Students will be able to store and retrieve information from their classrooms and the media center on the local area campus network.
  - 5.2.5 Through the use of technology, students will improve their abilities to gather and present information and ideas, thereby increasing their abilities in technology and information literacy.

# Action Plans

2009-10

## 5.0 21<sup>ST</sup> CENTURY TECHNOLOGY & LEARNING (CONTINUED)

5.3 Students will be better prepared for careers by mastering the basic and advanced computer skills.

5.3.1 Students will use the same technology in school that they will encounter in the workplace, such as the use of industry-standard applications (i.e. Microsoft Office), email, Internet search and retrieval, and electronic publishing.

Students will use their computer knowledge and skills to:

- ❖ prepare for careers by using classroom, media center, and counseling center computers to complete on-line college searches, admission, and scholarship applications
- ❖ to use career aptitude software to investigate and prepare for careers; to communicate via email with business and community partners
- ❖ to participate in virtual job searches and field trips
- ❖ to develop personal resumes and electronic portfolios
- ❖ to complete on-line resumes and job applications.

5.4 The SDUHSD will continue to maintain and revise its current Acceptable Use Policy (AUP). The policy has been divided into one for staff and another for students. The policy outlines the rules for acceptable use and guides staff and student users in all forms of electronic usage and communication.

5.4.1 Provide all incoming 7th grader students an awareness of safe, secure, legal and ethical use of the Internet, and other forms of electronic communication. This is reinforced again in 8th grade and again throughout high school. As our digital learners grow and spend more time using the district's technology resources, all sites will expand the training for ethical and fair use.

5.4.2 The District will develop a Digital Citizenship curriculum. This curriculum will be delivered to each incoming 7th grader and reinforced throughout the middle schools and high schools. The key components of the digital citizenship curriculum will be: etiquette, communication, literacy, access, commerce, legal issues, rights and responsibility, health and wellness, safety and security.



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# Action Plans

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## 5.0 21<sup>ST</sup> CENTURY TECHNOLOGY & LEARNING (CONTINUED)

- 5.5 The SDUHSD recognizes the need to make data driven decisions regarding student achievement. All teachers and administrators will use Aeries and the new Data Director program to analyze data, create formative assessments, and make data driven decisions based in this information. Once identified, students will receive intervention and support strategies designed to meet their specific needs.
- 5.6 Continue to implement a staff development program focusing on the continuation of improving technological proficiency for the novice, basic, intermediate, and experienced staff members.
- 5.6.1 Incorporate multi-level training classes and create an environment which encourages and facilitates professionals at all stages of development.
- 5.6.2 Conduct trainings on a quarterly basis with the option to expand sites expanding to a monthly schedule. Additional training opportunities will be offered at various times as the need arises.



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# Action Plans

2009-10

## 6.0 HIGH QUALITY STAFF

To recruit, develop and retain a high quality, diverse and professional workforce that shares a commitment to high expectations for the growth and achievement of each student and staff member.

In order to meet effectively the goals of the District's Strategic Plan and to support the District's instructional program, the associate superintendent will build the capacity of the Human Resources Division to provide the highest quality workforce district-wide.

- ❖ Continue to work toward selection of highly qualified staff through expanded recruitment, selection and training techniques.
- ❖ Continue to stay abreast of, and when possible ahead of, state and federal guidelines and requirements for staff certification and training. These include, among others, No Child Left Behind (NCLB), state credentialing regulations, California Subject Examinations for Teachers (CSET), California Basic Educational Skills Test (CBEST), California Teachers of English Learners (CTEL) testing, English language authorization, Beginning Teacher Support and Assessment (BTSA) Induction and county and state credential monitoring.
- ❖ Continue to offer the most current and relevant training for probationary staff, including BTSA and other professional development, as well as effective performance appraisals that produce the highest quality staff.
- ❖ Continue to provide competitive total compensation, professional support and recognition, and effective work environment in order to retain the highest quality staff.

### CERTIFICATED

6.1 Recruit high quality staff with a wide variety of skills, experience, and backgrounds.

6.1.1 Work with universities to host student teachers in high-demand subjects, including advanced technology, math and sciences, and special education (in lieu of low-demand subjects).

6.1.2 Work with Special Education to:

- ❖ Recruit speech/language pathologists and moderate/severe candidates from specific university programs.
- ❖ Attend recruitment fairs at universities with high-need specialty programs.
- ❖ Host speech/language pathologists and psychologists as intern candidates



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

- ❖ Host California State University-San Marcus Special Needs cohorts during summer school.
- 6.1.3 A team of administrators will attend the County's Secondary and Special Education Recruitment Fair in April, 2010.
- 6.1.4 Work with specific potential administrators to guide their training and field work.
- 6.1.5 Develop ways to expand administrative recruitment efforts.
- 6.2 Continue to strengthen employee relations district-wide through expanding positive working relationships with San Dieguito Faculty Association (SDFA).
  - 6.2.1 Conduct frequent meetings with SDFA President.
  - 6.2.2 Assist site and district administrators in effective work and communication with their SDFA leaders, especially building representatives.
  - 6.2.3 Continue clarification of contract language and evaluation pilot process.
- 6.3 Focus on certificated evaluation as a means of improving instruction.
  - 6.3.1 Coach and support administrators with evaluation techniques and effective feedback.
  - 6.3.2 Certificated evaluations:
    - ❖ Training of newer teachers—BTSA professional development seminars
    - ❖ Increase the number of teachers with National Board Certification.
    - ❖ Associate superintendents and certificated directors will observe temporary and probationary teachers and provide informal feedback.
    - ❖ Co-observe teachers with site administrators to reinforce their observation/evaluation techniques.
    - ❖ Train and assist site administrators with methods of effective supervision and progressive discipline as required.



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

6.4 Plan and prepare for budget reduction/restoration on an ongoing basis.

6.4.1 Review options for reducing personnel expense.

- ❖ Analyze certificated support staffing.
- ❖ Evaluate scheduling alternatives.
- ❖ Host State Teachers Retirement System (STRS) information workshops for certificated employees.
- ❖ Ensure that certificated staff are informed regarding STRS and other post-retirement benefits.

6.4.2 Solicit input and support administrators with implementation of personnel reductions.

6.5 Monitor changes in Teacher Certification.

6.5.1 Complete Special Education Autism Competency documentation prior to legal requirement.

6.5.2 Update NCLB compliance according to State revisions.

6.5.3 Continue monitoring certificated English Learner (EL) authorization – require emergency credentials where appropriate.

6.5.4 Facilitate transition of credentialing responsibilities (from State to District).

### CERTIFICATED

6.6 Identify and attract high quality applicants for assessment and merit selection.

6.6.1 Develop and expand the use of the internet for targeted recruitment.

6.6.2 Identify and implement new staff development efforts.

6.6.3 Identify and incorporate job competencies in the assessment and selection process to enhance the job/applicant match beyond traditional knowledge, skills and abilities.

6.6.4 Expand orientation for instructional assistants to include key job skills unique to school settings.



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

6.7 Maintain a strong and cooperative relationship with the Personnel Commission as a key partner for ensuring high quality staff.

6.8 Strengthen employee relations with the California School Employees Association (CSEA) to develop a productive working relationship.

6.8.1 Meet with the CSEA President on a weekly basis.

6.8.2 Conduct trainings with CSEA for site representatives' development.

6.8.3 Reinforce the link of the administrators' role with CSEA.

- ❖ Provide consistent and ongoing communication of employee relations issues at the site level.

- ❖ Continue active involvement throughout the employee progressive discipline process.

6.9 Build and support collaborative networking and peer sharing to improve employee job performance.

6.9.1 Provide and emphasize opportunities for staff to increase their skills in technology and maintaining professional licenses and/or on-going job-specific certificates.

6.9.2 Implement staff development activities to promote relevant learning at Back-to-School Inservices, Job Alike Sessions and Classified In-service Days.

6.9.3 Identify and deploy resources for specific job-related training.

6.9.4 Coach and train managers and employees to work with fewer resources.

6.9.5 Train all staff on the appropriate role of parent volunteers as a supplemental resource.

- ❖ Create and facilitate a parent/staff support committee to define the role of a parent volunteer.

- ❖ Develop parent volunteer guidelines for parents and staff.



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

6.9.6 Continue to support managers and supervisors in conducting Employee Performance Appraisals.

- ❖ Work with managers in identifying and building employees' strengths through goal setting and follow-through.
- ❖ Focus on accurate retention decision for probationary employees and develop strategies to improve performance deficiencies of permanent employees.

6.10 Review staffing levels and support managers and staff with implementation of change resulting from reductions.

6.10.1 Support Pupil Services to identify actual needs and to staff those needs efficiently.

6.10.2 Maintain ongoing salary comparisons for all classification levels with comparison districts and county-wide districts.

### GENERAL HUMAN RESOURCES

6.11 Continue to strengthen employee relationships among a diverse group of employees.

6.11.1 Provide accurate and ongoing communication to all staff through district web page, monthly newsletters, benefits newsletters and compensation statements.

6.11.2 Continue to provide meaningful Employee Recognition as a means of rewarding and retaining high quality employees.

6.11.3 Provide staff development opportunities regarding sensitivity to diverse populations.

- ❖ Participate in activities designed to support a diverse working and learning environment.
- ❖ Seek ways to improve communication across areas of diversity.

6.12 Continue to train and prepare temporary and probationary teachers through the BTSA 2-year Induction Program.

6.13 Highlight employee benefits as a means of retaining high quality employees.



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# Action Plans

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## 6.0 HIGH QUALITY STAFF (CONTINUED)

6.13.1 Utilize the Certificated and Classified Benefits Committee to compare various benefits plans, including coverage, formularies, premiums, and co-pays.

6.13.2 Recommend plans that provide the best coverage with cost-effective premiums.

6.14 Monitor the accommodations for work restrictions to expedite the return of employees to work.

6.15 Monitor and evaluate the District's human resources information system to provide accurate employee data and support the district's budget process.



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# Action Plans

2009-10

## 7.0 COMMUNITY ENGAGEMENT & PARTNERSHIP

To engage students, parents and community members as partners in the education process by developing partnership opportunities and establishing consistent communications to support programs and educational priorities.



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- 7.1 Refine and implement practices and strategies for establishing regular and consistent communications with varied constituent groups aimed at enhancing support for district programs and the Strategic Plan.
  - 7.1.1 Develop and build relationships with individuals in the San Dieguito Union High School District community through the implementation of a district Key Communicator program.
    - ❖ Identify Key Communicators within the San Dieguito Union High School District community, including but not limited to: school foundations, parent-teacher organizations, businesses, civic and community organizations, non-profit organizations, clergy, non-parent community, senior citizens, etc.
    - ❖ Hold two meetings per year with small, representative Key Communicator groups to share information about district priorities, programs and strategic planning efforts and to gather input and feedback.
    - ❖ Provide ongoing information about district issues and priorities to Key Communicators via email/mail/Connect Ed.
    - ❖ Survey Key Communicators regarding challenging issues, educational priorities, programs, etc.
  - 7.1.2 Develop and implement communication plans for major initiatives and/or changes, e.g., long range facilities planning.
  - 7.1.3 Develop and implement school based communication efforts focused on reaching out to non-parent community members.
    - ❖ Building principals will create and send two to three letters to non-parent members of their attendance area with key, positive messages about the school. In part, the letters will invite non-parents to tour the school, participate in events and activities, and become active in some volunteer capacity.
  - 7.1.4 Create and publish a Superintendent's Annual Report providing information relative to district work and progress on annual initiatives and priorities.
  - 7.1.5 Continue work to update the district website to ensure it contains data, news, photos and features designed to meet the needs of visitors.

# Action Plans

2009-10

## 7.0 COMMUNITY ENGAGEMENT & PARTNERSHIP (continued)

- 7.1.6 Develop a district Speakers Bureau whereby key staff can make presentations to community/civic/parent organizations relative to important district programs and or initiatives.
- 7.2 Establish and support collaborative partnerships.
  - 7.2.1 Investigate the possibility, in partnership with the Solana Beach School District and appropriate school foundations, of piloting a “Principal for a Day” program, K-12, in the attendance areas served by both districts. The program would bring business and civic leaders into schools for a full day experience to learn more about school programs, student successes, leadership challenges and opportunities for partnership.
  - 7.2.2 Continue to refine working relationships with local civic leadership through the establishment of regular liaison meetings with the Cities of Carlsbad, Encinitas, Solana Beach and San Diego.
  - 7.2.3 Continue to refine the existing Parent Site Representative Council meeting as a means of providing two-way communication between the district and the school communities we serve.



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# Action Plans

2009-10

## 8.0 SAFE & WELCOMING ENVIRONMENT

To create an inclusive community where all members model respect and demonstrate the highest ethical behavior resulting in a positive, safe and supportive learning environment.



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8.1 Continue to build an inclusive community where all members model respect and ethical behavior.

8.1.1 Develop a campus supervisor staff training program where positive communication is highlighted.

- ❖ Provide ongoing and coordinated training through professional organizations as well as using SDUHSD best practices.
- ❖ Training would include logistics, communication and coverage.

8.1.2 Implement regular communication and meetings with feeder elementary districts in the areas of achievement, school choice, safety and placement, and help our elementary community feel safe, welcome, and informed.

- ❖ Continue to meet with feeder elementary district level administrators on 6<sup>th</sup> to 7<sup>th</sup> grade transition.
- ❖ Expand feeder elementary district communication around social and educational programs to include principals and teachers.
- ❖ Continue to communicate our middle school choice program to elementary staff and parents.
- ❖ Increase contact and communication with elementary principals, teachers and parents to help them recognize how welcoming and safe our middle schools are.
- ❖ Expand our 7<sup>th</sup> grade Math and English access program communication to include elementary parents.

8.1.3 Implement a regular program of middle school administrators and teachers visiting elementary schools to share, educate and demonstrate programs that model safety and inclusion.

- ❖ Share current middle school social and educational programs with elementary parents and staff through regular meetings.

8.1.4 Create an opportunity for elementary parents and staff to either participate in our Strategic Planning or observe our Strategic Planning process.

8.1.5 Expand opportunities for Senior Citizens to be on our middle school and high school campuses during the school day.

# Action Plans

2009-10

## 8.0 SAFE & WELCOMING ENVIRONMENT (CONTINUED)

- ❖ Schedule Senior Citizen Adult Ed. classes on middle school and high school campuses when classroom space is available.
- ❖ Look for ways to include middle school and high school student leaders into some Adult Education school day classes.

8.1.6 Continue to provide and even expand programs that review respect, ethics, and inclusion with students. Examples of current programs are: high school Challenge Days, middle school Character Counts and updated Academic Honesty policies.

8.2 Establish new programs, support current programs and monitor our practices to ensure a positive, safe and supportive learning environment.

8.2.1 Establish regular updates and opportunities for feedback in our work to promote safe and welcoming schools.

- ❖ Regular discussion items at Coordinating Council, SDUHSD Safety Committee, Parent Curriculum Advisory and Strategic Planning meetings.
- ❖ In our ongoing work with ASB Advisors and Assistant Principals, build in regular discussion at ASB meetings for student leaders to address safe and welcoming schools.

8.2.2 Establish regular communication opportunities to share and brainstorm the Healthy Kids Survey data over the course of the two year data span.

- ❖ Continue to develop and expand Alcohol and Other Drug (AOD) Prevention Programs with San Dieguito Alliance, parent leadership groups, site administrators, student leaders and SDUHSD Cabinet administrators.

8.2.3 Develop the use of the district website to promote our safe and welcoming schools.

8.2.4 Implement a uniform and consistent program with all ten schools to ensure clear and consistent interpretation of our student discipline policy.

- ❖ Provide for regular meetings with Principals and Assistant Principals on positive student discipline.
- ❖ Share best practices with teachers around positive student discipline.



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## 8.0 SAFE & WELCOMING ENVIRONMENT (CONTINUED)

- ❖ Review and evaluate student behavior / discipline statistics to learn of trends and problems in order to address issues with staff, parents and students.



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# Action Plans

2009-10

## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS

To align resources in support of the core mission of the district to maximize student achievement, prepare for the challenges of the future, and provide high performance environments for teaching and learning.



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- 9.1 Manage, monitor and adjust budgets to ensure funding is aligned with the goals of the Strategic Plan as well as site and department priorities.
  - 9.1.1 Identify the external forces affecting revenue including the shift to Basic Aid funding, reduction in state categorical funding, state and national economic conditions, federal stimulus funding, and political conditions.
  - 9.1.2 Guide the administration to make thoughtful and deliberate decisions which will affect the long-term stability of the District
  - 9.1.3 Monitor site and department budgets to ensure fiscal responsibility
  - 9.1.4 Create contingency plans for use in the event current budget assumptions change.
  - 9.1.5 Coordinate and collaborate with site and departments to ensure academic goals and Facilities Action Plan are in alignment with resources and Strategic Plan
    - ❖ Business Services and Educational Services will meet to better understand changing priorities.
    - ❖ Secure funding/approvals to meet facilities needs consistent with academic priorities.
- 9.2 Facilitate the development of the Facilities Action Plan with the Long Range Facilities Task Force.
  - 9.2.1 Members of the task force will represent a cross section of district stakeholders including parents, students, community members, public agencies and staff.
  - 9.2.2 Staff will provide data expertise to assist in identifying the facility needs of the district in the 21st century.
  - 9.2.3 Development of the Facilities Action Plan will be a multi-step process analyzing enrollment trends, existing capacity, parity and modernization, and funding strategies.
  - 9.2.4 The task force will present the completed Facilities Action Plan to the Board in late Fall 2009/10.
- 9.3 Research ways and means to improve efficiencies, make better use of resources, and provide timely financial information to all stakeholders to assist in aligning resources during this period of budget uncertainty.

# Action Plans

2009-10

## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRON- MENTS (CONTINUED)

- 9.3.1 Assist school sites and departments with improved budget tracking throughout the year.
- 9.3.2 Improve accounts receivable invoicing process to improve cash flow and to provide more frequent and reliable billing information
- 9.3.3 Develop an audit program for student activity funds and facility use rentals.
- 9.3.4 Promote the fiscal health of the Associated Student Body funds.
- 9.3.5 Promote Energy Conservation and Environmental Stewardships.
- ❖ Pursue funding to reduce vehicle emissions..
  - ❖ Implement Best Management Practices for storm water management.
  - ❖ Monitor energy consumption and make recommendations on replacement of outdated systems or fixtures.
  - ❖ Investigate the use of green/enviro-friendly products where appropriate.
  - ❖ Implement sustainable design criteria for new and existing facilities.
  - ❖ Implement a district wide drought-tolerant landscape plan.
  - ❖ Explore and implement environmentally friendly reusable containers and packaging.
  - ❖ Expand use of reclaimed water at all sites.
- 9.3.6 Promote Alternative Energy Services
- ❖ Investigate feasibility of installing photovoltaic systems at school sites.
  - ❖ Conduct energy efficiency assessment of school sites.
  - ❖ Implement an educational component in the areas of energy conservation and use of renewable energy sources.
- 9.3.7 Review expenditures and pursue alternative funding strategies.



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# Action Plans

2009-10

## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

- ❖ Continue pursuing funding for the bus replacement plan.
- ❖ Continue pursuing funding for replacement of kitchen equipment.
- ❖ Seek bulk purchases of materials and supplies for cost savings.
- ❖ Improve processes in order to provide greater focus on value, timeliness, and efficiency.
- ❖ Make improvements to nutrition service areas to present a more appealing and inviting venue for students and staff to maximize sales.
- ❖ Continue to solicit sales with outside organizations and agencies.
- ❖ Promote innovate ways to expand sales and service.

9.4 Promote quality staff through focused training and use of specific staff development tools.

9.4.1 Update and utilize comprehensive guidelines for Nutrition Services, Purchasing and Transportation Departments to improve timeliness and efficiency.

9.4.2 Provide training to employees targeting customer service and effective communications.

9.4.3 Encourage employees to expand their skills through participation in outside training programs.

9.4.4 Encourage employees to expand their skills through participation in outside training.

9.5 Engage students, parents and community members by enhancing web content.

9.5.1 Provide web access for community to search attendance boundaries by address.

9.5.2 Provide “real time” data on energy consumption and conservation measures.

9.5.3 Provide other relevant information and services such as online payments, bus routes, nutrition menus, facility usage, and budget documents.



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## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRON- MENTS (CONTINUED)

- 9.6 Promote a positive, safe and supportive learning environment.
  - 9.6.1 Ensure a safe and clean classroom environment by addressing work orders in a timely manner.
  - 9.6.2 Provide home to school and special education transportation within safety guidelines required by the State of California and the California Highway Patrol.
  - 9.6.3 Provide safe and nutritional meals within State and Federal guidelines.
  - 9.6.4 Provide training for all employees on sexual harassment and discrimination.
  - 9.6.5 Conduct monthly safety meetings and facility inspections with employees to ensure best practices.



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