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**Union High School District**

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

**THURSDAY, JUNE 2, 2011  
5:30 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, June 2, 2011, at the above location, in the Board Room.

- 1. CALL TO ORDER ..... 5:30 PM

**INFORMATION ITEMS**

- 2. UPDATE, SAN DIEGUITO UNION HIGH SCHOOL DISTRICT ANNUAL REPORT, 2010-11
- 3. ADJOURNMENT

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

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

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** May 25, 2011

**BOARD MEETING DATE:** June 2, 2011

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

**SUBJECT:** ANNUAL REPORT, 2010-11

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### EXECUTIVE SUMMARY

The San Dieguito Union High School District has adopted a Vision Statement that reads:

*“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.”*

In order to fulfill that Vision, the Board of Trustees has adopted a set of Value and Belief Statements that underlie it, a set of Priorities to make it a reality, and Commitments to ensure its fulfillment.

For the 2010-11 school year, the Board approved the development of nine specific Action Plans to guide the work of every aspect of the District organization relative to the Vision. Whereas the Vision Statement is the compass that guides the journey, the Action Plans comprise the detailed map to ensure arrival at the destination.

### RECOMMENDATION:

This annual report provides an accountability and progress report on those Action Plans.

### FUNDING SOURCE:

N/A  
KN / bb

# San Dieguito Union High School District

Ken Noah  
Superintendent

## 2010-11 ANNUAL REPORT



To Provide a  
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San Dieguito Union High School District

# Annual Report

2010-11

## 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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We continue to work with our feeder elementary districts through monthly Associate Superintendent meetings. These meetings focus on sharing District data which demonstrates that elementary students are entering 7<sup>th</sup> grade better prepared in math, reading, and writing. Considerable time has been spent over the past four years to strengthen the elementary math curriculum to better prepare students for the rigors of math in our District. Results were provided to the elementary districts that show 88% of our 7<sup>th</sup> and 8<sup>th</sup> grade students are at or above grade level in math, and 91% of those students are proficient on state testing measuring. This confirms that the work to enhance the elementary math curriculum is effective at better preparing students to meet the rigors of grade level math.

Educational Services provided a staff development budget, allotting each school funding to support department collaboration. Principals at each school worked with department chairs to establish a year-long collaboration schedule where the focus of collaboration was to:

- identify essential learning and performance objectives
- align these objectives within a series of classes within a discipline (i.e. math)
- create formative assessments testing the learning and performance objectives
- analyze student results on the formative assessments
- develop teaching practices that provide support to students who did not understand the material.

Educational Services continued to facilitate the curriculum alignment process for the AVID, Academic Literacy, READ 180, and the Special Education Resource class. This Spring, math teams began the process of vertical alignment of curriculum for Algebra 1A and 1B. Additionally common course curriculum was created for our lowest level math classes at the middle and high school levels. Specifically, common curriculum was created for Prealgebra essentials, Algebra Readiness and Algebra 1A/1B. In addition to providing collaborative time to align math classes, Educational Services and site administration facilitated trainings focusing on:

- developing valid, reliable, and meaningful assessments
- using assessment results to inform instruction
- implementing teaching strategies that allow for differentiated instruction and reteach opportunities.

Credit Recovery programs at LCC and TP piloted web-based curriculum (through PLATO) moving from a more traditional course structure. The major benefit to the web-based curriculum is course consistency, mastery based student performance, and enhanced performance monitoring capabilities.

Beginning in 2011-2012 we will pilot the Independent Study Online program where, for the first time, students will have the option to take online college-prep courses.

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## 1.0 CURRICULUM (CONTINUED)

In an effort to ensure the online course content matches state and local standards, curriculum review committees comprised of 8-12 teachers reviewed and

customized the curriculum in all academic areas. Over 600 students are signed up to take online courses next year in addition to the 250 students who will take online courses for credit recovery.

All AVID teachers received training provided through the 2010 Summer Institute and regularly scheduled County training sessions focusing on implementing critical reading and writing strategies.



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## 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.

Prior to the school year, each school, academic department and teacher were provided detailed cluster reports from the 2010 STAR exam to continue the work of identifying instructional focus areas for the upcoming school year. New to this process was the teacher's ability to access class and subject specific reports on their own. All teachers engaged in a district led reflective analysis of their students' progress resulting in specific information that served to inform and guide the teacher's instructional focus for the upcoming school year.

Each academic department continued the work to develop common assessments for each subject where all academic subjects are using some form of summative and formative common assessments. Through the use of staff development funds allocated to each school, departments meet monthly to discuss the results of their common assessments. The results are used to inform teacher instruction which has led to a variety of teaching strategies designed to ensure students understand the material. Through the results analysis of formative assessments, teachers can identify concepts that need to be retaught. Re-teaching can take the form of whole class, small group, or individual instruction. AVID tutors have been used to support this teaching strategy in support, intervention, and below grade level environments. In addition to re-teaching, a large number of teachers have begun using Blackboard as a way to expand the walls of the classroom and provide students access to the curriculum outside of the classroom through video lectures, virtual labs, teacher notes, sample writing, step-by-step problem solving, and online tutoring support.

District-led professional development focusing on instruction was provided to teachers for READ 180 / System 44, PLATO Math/ELA intervention, My Access (writing development), and the use of Data Director as an instructional tool. The purpose of the professional development was to make sure our teachers had the opportunity to be trained to use these intervention tools but also have collaborate on the best way to use the tools to address student needs. Through this work we have developed interventions at each school designed to improve reading, writing and math skills.

Single Plans for Student Achievement (SPSA) at each school identify academic growth targets and include action plans that define the methods by which the schools will use to address academic improvement. All principals have worked to align the District Strategic Plan and SPSA action plans, and WASC action plans (high school only) to ensure that human and capital resources are dedicated toward providing support to underperforming students.

Comprehensive subject-specific Data Director training was provided by site teams. From the training, teachers were able to create common assessments where the results were used to adjust instruction and allow for re-teaching opportunities. Through the development of common assessments teachers have worked to align content between same courses.



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## 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.

SPSA and WASC action plans include assessment data and achievement targets which are used to create achievement goals for students in subgroups as well as the overall population. Over the past three years, schools have used the SPSA as a document to guide the implementation and ongoing support of academic intervention programs as well as programs supporting students' social and emotional growth. SPSA are reviewed quarterly to check on any progress made toward meeting the action plan goals.

As is the case for the past three years, teachers and administrators had a chance to review CST, CAHSEE, AP, and CELDT data before the year began as well as through department collaboration meetings. There were a few different methods by which teachers reviewed student data, all of which involved some form of reflective activity where teachers used the data to make instructional decisions for the upcoming year. Following a review of state and national testing data, teachers met throughout the year in collaboration meetings to develop and analyze classroom assessment results and to share practices designed to address how to best support underperforming students.

Data Director has been the main tool used to generate and analyze student assessment data. This year, teachers began using assessment features of Blackboard (learning management system) and handheld response devices to assess student understanding of daily lessons and to make decisions about daily lessons based on immediate student feedback using this technology. Included in our 2011 Academic Achievement Summit will be teachers showcasing the variety of assessment methods they have used and how the results of these assessments have influenced their lesson planning and teaching methods.

We are monitoring student progress in all intervention environments through the use of academic performance reports generated by each of the programs we use. Teachers and administrators have appreciated the ease by which these reports can be generated which has resulted in regular frequent review of student progress in the intervention programs.

Using the variety of data assessment and monitoring tools has allowed us to follow the academic progress of English Learner students as well as students in Special Education. Reports generated through these tools have led to English Learner students being reclassified, and specific academic goals within the IEP process.



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2010-11

## 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.

Through a collaborative effort, a uniform district wide student support system is in place. A secured shared drive system for Student Study Team (SST) forms and Section 504 Plan (504) forms has been established. The creation of this system allows administrators and counselors to have access to SST and 504 information for students at their school sites, as well as information about students who will matriculate or transfer to their school site. Administrators and counselors have been trained in this process. Follow up training utilizing the case study method for both SST and 504 plans will take place prior to the 2011-12 school year.

Significant time was invested in the review of suspension data. The time and effort from this review has led to the development of a district wide system of interventions. This system will provide site administrators options through a discipline matrix guide in order to implement positive and progressive discipline practices. In addition, the district has created "cyber suspensions", an internet based alternative to suspending students from school. Students agree to complete a "cyber suspension" unit in lieu of being suspended from class. A contract is signed by the student, parent, and administrator where the student agrees to complete the "cyber suspension" unit through the Blackboard program. Upon completing the unit, the student meets with the administrator to present an action plan that addresses what the student learned and how they will use what they learned to avoid incidents in the future. Currently, there are units covering making decisions and bullying. Future units will be developed in the area of anger management, and to meet the needs of the district's diverse ethnic make-up.

As a result of the review of all special education programs, the following priorities were implemented on February 2, 2011. These six priorities are designed to address the identified needs in each program within the Special Education Department as well as the goals of the Educational Services Department. The priorities are line items for each special education site and for district department meetings. Interventions provided to special education students are in line with, and are often provided in collaboration with, the general education environment.

### \*Instruction/Achievement

Using "Best Practices" instructional methods provide effective and rigorous instruction with fidelity.

### \*Intervention

Match the student with the right intervention and provide the intervention during the student's school day.

### \*Compliance

Consistently develop IEPs that illustrate educational benefit as well as meeting the compliance standards set forth in district trainings.

### \*Case Management

Provide ongoing case management where case managers are visible and maintain effective communication with all those involved in each student's IEP.



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## 4.0 STUDENT SUPPORT SYSTEMS & PRACTICES (CONTINUED)

### \*Scheduling

As a district, site departments and case managers build individual student schedules that maximize their time and goals set forth within their IEP via incorporating programs such as WorkAbility, Transition Partnership Program, and PLATO.

### \*Budget / Staffing

Continuous collaboration with Business Services, Human Resources and Transportation Departments to ensure sound practices are in place and maintained as a means to provide cost containment for Special Education.

The Special Education Department's goal is to combine the WorkAbility and Transition Partnership Program grants to provide experiences for the development of independence and resiliency in real life settings. The blue print to accomplish this goal for each student is through the creation of Individual Transition Plans. Transition plans emphasize students building their capacity to be independent through on and off campus experiences.

WorkAbility is a state-funded program that provides pre-employment skills training, worksite training, and follow-up services for special education students. This program serves students with mild-moderate to severe disabilities who are making the transition from school to work. Middle school activities include career exploration, guest speakers, business tours and industrial tours. In high school, special education students have the opportunity for pre-employment skills instruction, job shadowing, and paid or non-paid work experiences. Adult Transition Program serves adult students (18 - 22 years of age) with severe disabilities. The mission is for students in this program to facilitate the development of independent, self-determined, functioning members of society through community based and collaborative services, building upon each student's preferences, strengths and interests.

This year, the special education department was awarded a 3 year Transition Partnership Program (TPP) Grant through the California Department of Rehabilitation. TPP is a cooperative agreement between the District and the California Department of Rehabilitation (DOR) to support special education students in their junior or senior year, as well as graduates with IEPs, in finding and maintaining gainful employment. The cooperative nature of the Program allows the District to access DOR resources in order to provide services in post-secondary high school transition, an area of service mandated by state and federal law.

Pupil Services Directors and Special Education Directors from SDUHSD and feeder elementary districts have formed a collaborative to address common areas of concern and needs. The group will meet four times per year. The goal of the collaborative is to increase the sharing of information establish common practices, share resources such as SARB hearing panels, SST and 504 forms, and potentially the electronic transfer of SST and/or 504 documents. A significant portion of each meeting is devoted to the discussion of special education. Additionally, the collaborative is addressing the need for a local system to address the mental health needs of all students in the region.



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## 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

A key component of the Strategic Plan is professional development. Our goal for this year was to build site capacity so staff members could work more independently with technology. Professional development in the form of technology training for selected site trainers and “go to” people was carried out at all sites. The District has constructed a centralized technology training room that is used continuously by many groups. This room can accommodate up to fifteen people and one instructor. We have trained teachers, administrators, and classified staff to use Aeries, Data Director, Plato, Blackboard, Adobe Acrobat Pro, Read180, My Access, Google Apps, Gmail and other software programs.

For Gmail, Calendar, and Google Apps approximately 1000 staff users were trained. Many were trained on site by staff trainers while others were trained by members of the technology department. Now that all staff has a Google account it will facilitate our use of Google Apps and Google sites. Converting to Gmail was the first step in our network conversion. During the summer of 2011 we will convert from Novell Netware to a Microsoft Network.

We will continue to expand the use of multimedia in the classrooms to create content rich lessons. The use of projectors, document cameras, and interactive white boards continues to grow. Earl Warren MS completed its installation of projectors in each classroom. Each projector is connected to the teacher’s computer, a sound system and a document camera. Diegueño MS completed 6 classrooms with the same technology. Additional classrooms at Oak Crest MS, La Costa Canyon HS and Torrey Pines HS received projector upgrades.

Google Apps will expand to meet the needs of teachers and students. Student response systems and mobile hand-held devices that allow students to respond directly to a teacher’s question were purchased and are being utilized in classrooms as a means of formative assessment, and as a tool to keep students engaged in their daily lessons. Additional mobile technology, such as laptops and netbooks were purchased and continue to provide flexibility in classrooms and allow students to complete class assignments and present their work. A pilot program for special education will receive a donation of tablet devices (Motorola Xoom) that will begin in the fall of 2011. The district will explore options to allow students to use their own devices such as smart phones, tablets and laptops.

Distance learning was implemented to meet the needs of students who require something other than a traditional classroom environment. Staff at all 4 high school sites has been trained in this area. A successful summer credit recovery program was implemented at Torrey Pines. For credit recovery and learning intervention, Plato software is being used for students in both middle and high schools. PLATO math intervention curriculum is being used by students in below grade level math classes as well as by students in special education and on home hospital. For 2011/2012 an Independent Study Online program has been developed that will begin at La Canyon HS and Torrey Pines HS. Enrollment in these classes is expected to exceed 600 students. Online classes will be offered to students in English, Math, Social Studies, Physical Science and Life Science. First year Physical Education students will take Health online.



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

Blackboard training grew significantly this year. All five HS sites, Carmel Valley MS, Earl Warren MS, and Diegueño MS have at least one teacher trainer for Blackboard. Teachers are using Blackboard to create “Hybrid” classes where students receive instruction and interact in a Blackboard environment.

To improve the experience for our 21<sup>st</sup> century learners, the district recognizes the existence of a digital learning gap between the adults and our 21<sup>st</sup> century learners. Currently, we have policies in place that prohibit students from using their mobile device (smart phones) in class. Beginning in 2011, we will examine strategies to leverage those student owned devices and incorporate them into daily learning. We are currently developing a social media policy that will guide students through the appropriate use of social media sites. Professional development for staff in the use of social media and student owned devices will likely follow.

A digital citizenship curriculum was developed with an emphasis on Internet safety and ethical computer use. All 7th grade students receive digital citizenship training. For 2011/2012 the digital citizenship curriculum will be expanded to include Digital Commerce and proper etiquette for Social Media.



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## 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.



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The District's declining enrollment and tight budget have lessened the need for recruiting large numbers of staff, both certificated and classified. Throughout the year, all vacancies were evaluated to determine when, how, and whether to fill them.

2010-11 provided many fiscal challenges, including planning for 2011-12 staffing. Certificated Human Resources constantly monitored current student enrollment numbers and projected 2011-12 enrollment numbers. These numbers were then compared to previous years' enrollment patterns. Staffing allocations for each site were determined, adjustments made, and staff were transferred as needed. The elimination of another grade of inter-district transfers, in addition to several teacher retirements, made it possible to reduce the certificated personnel budget without significantly increasing class size. Other facts did affect class size, however, such as the offset for ROP classes and a reduced number of categorically-funded classes.

Although the District's teacher recruitment needs have declined, the Certificated Human Resources Division has continued concentrated recruitment efforts for the more difficult-to-fill positions.

- Computer Programming
- American Sign Language
- Japanese Language
- Chemistry
- Physics
- Chinese: Mandarin

Other vacancies were easily filled with highly qualified teachers. Throughout the school year, it was evident that other districts' lack of demand had radically reduced the competition for outstanding teachers. Additionally, our district, already known as an excellent employer, stood out in light of other districts' layoff notices, furlough days, and pay cuts.

The San Diego County Office of Education's annual Teacher Job Fair was cancelled; however, a "virtual" version was held on-line during the last two weeks of April. The Certificated Human Resources Division worked with California State University San Marcos to host cohorts of student teachers in multiple high-need subject areas.

Administrative recruitment efforts were expanded, including an on-line advertising and application process. Over 200 applications were received and screened for the High School and Middle School Assistant Principal positions combined.

Site administrators were trained and coached in effective observation/evaluation of certificated personnel. Newer administrators received a higher level of training, based on assessment of their skill and practice. Observations, progress reports and other evaluative material were read and assessed to give specific feedback to administrators. It was evident that this work was fruitful and that administrative

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## 6.0 HIGH QUALITY STAFF (CONTINUED)

evaluation work has become increasingly meaningful and helpful to teachers in their instructional techniques. Additionally, all site administrators received coaching and support in the supervision and progressive discipline of employees as needed.

2010-11 was the first year of the three-year extension of the Certificated Master Contract. Contract language remains closed for the duration of the extension. Articles that address wages and/or benefits will be reopened in years two and three of the extension. Site administrators were coached and assisted in productive work with SDFA leadership, most importantly with their building representatives. The District and SDFA worked together to facilitate the development of the Online Independent Study Program, a program which will expand students' opportunities at no added cost to the District.

The Certificated Human Resources Department has completed all training required to transition new teacher credentialing responsibilities from the State to the District. Our BTSA program fully qualifies as the two-year induction required for teachers to earn their Professional Clear Credentials in place of university coursework. The District is the licensing agency, with full authority and responsibility, although the credential fees are paid to the State.

Certificated Human Resources constantly monitors changes in credential and authorization requirements for certificated staff and administrators. 2009-10 and 2010-11 brought several increased requirements, most notably the Authorization for Autism Spectrum Disorders, as well as four additional required authorizations. The Associate Superintendent of Human Resources met with all mild/moderate Special Education teachers at each site to inform them of the autism authorization requirements as well as the avenues they may take to earn the authorization by August, 2011. Additionally, we prepared the individual verification each teacher will need for the authorization waiver which is valid until July, 2013.

Certificated Human Resources also constantly monitors each teacher's No Child Left Behind and English Language Learner compliance. Administrators and teachers were kept informed of teachers' status. Emergency CLAD credentials were required of new teachers as needed.

Ongoing classified recruitment activities were conducted to fill some sixty vacancies this year, most resulting from turnover but some resulting from growth in the special education population and changes in the delivery of technology services. Many of the vacancies this year have been filled through promotional examinations in an effort to provide alternative employment to employees affected by layoff.

The use of classified recruiting through industry-specific sites, such as Ed-Join, has resulted in a more efficient method of distributing and collecting applications. The majority of applicants now request district application packets electronically or download the application from the District's website. Use of computer-based testing and work samples was also expanded.



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

During the 2010-11 school year, CSEA appointed a new Commissioner, Jeff Charles, a private sector computer consultant and graduate of San Dieguito High School (Class of '87) to a three-year term. Commission agenda packets have been distributed electronically this year.

In January 2011, the Director of Human Resources worked individually with each principal to review and assess current classified staffing levels. With the anticipation of fewer resources, a tentative list of staffing changes was developed. As a result, twelve (12) positions were identified for layoff or reduction in work year and/or hours. Staffing changes were approved by the Board of Trustees at the March 17, 2011 and May 19, 2011 board meetings.

The Commission has been kept informed of the recent layoffs and is aware of the District's efforts to keep assignment changes in line with existing job classifications. The Director of Human Resources and the Director of Classified Personnel worked with employees in the clerical job family to support the changes in the staffing levels and identified specific job responsibilities that could be redistributed. Meetings with site administration and staff were held in May, 2011.

Classified negotiations for a new three-year Master Contract agreement and a new Transportation Side Letter were completed in June 2010. Then in the September 2010 the Director of Human Resources conducted trainings for all directors, supervisors and site administration staff on the changes to the Master Contract.

Coaching and training managers started with the August Leadership Team Workshop where the emphasis was "Strategic Abandonment." Updates for all managers included SDEA and CSEA employee relations, new benefit plans, new standards for BTSA and working with parent volunteers. Classified managers focused on the new Employee Performance Appraisals of classified staff which identify and build on employees' strengths and goals. Discussions also included strategies to improve job performance utilizing a progressive discipline approach.

A training calendar was developed for the 2010-11 school year that included back-to-school in-services, job-alike sessions, classified in-service days and technology workshops. On August 30, 2010, Back-to-School workshops were held for over 200 classified staff in the areas of Special Education, Nutrition Services, Transportation and Campus Supervision. Then on February 1, 2011 in-service trainings were provided for over 380 employees (87% of the classified service) who attended eight different workshops. CPI (Crisis Prevention Institute) and CPR/First Aid were offered for staff who are required to maintain their job-specific certificates.

Job-alike sessions were scheduled throughout the school year, averaging two to five sessions per school year. There were eleven different classified groups that met on a regular basis (e.g. principal secretaries, counseling secretaries, ASB accounting assistants, etc.). During these sessions, staff had the opportunity to share ideas and help problem-solve with their counterparts.



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## 6.0 HIGH QUALITY STAFF (CONTINUED)

Technology in-service opportunities were offered to the clerical staff in Microsoft Word, Excel, Aeries, and Digital Schools.

In 2010-11 the Human Resources Department focused on providing more support to employees and school sites. Accurate and ongoing communication was provided to all staff through the District Web page, monthly certificated and classified newsletters and benefits newsletters. While we focused on customer service we also focused on cost-containment processes.

- Reorganization of the Human Resources office to streamline workload and procedures started in August 2010 and continues to be ongoing as changes are needed. A new brochure was developed entitled, "HR is Here to Help You." As the changes were implemented, Human Resources developed a new process for hiring coaches, which reduced the workload for the school sites' Athletics departments, allowing better monitoring of the Athletics budgets.
- The Director of Human Resources and the Associate Superintendent of Business Services implemented a new format for the Position Control Committee this school year. The new format allows both Human Resources and Finance to monitor FTE and funding changes for each revision of the Adopted Budget. As vacancies occur either through resignation or retirement, the Committee can monitor staffing patterns for both Certificated and Classified. This has resulted in a more cost-efficient process.
- The District's Benefits open enrollment was held in November, 2010. This included many changes for all employees, with new medical carriers and plans for all staff and new dental and life insurance carriers for certificated staff. The changes were successful and resulted in greatly mitigated premium increases.
- Classified Personnel coordinated closely with Risk Management on accommodation issues for injured employees so that they could return to work as quickly and safely as possible. Monitoring accommodations ensured that the work assigned was within the appropriate classification level of modified/alternative temporary work assignments.

The Employee Recognition Event was held on May 3, 2011. The District's Employees of the Year, 30 certificated and classified retirees and employees completing their 35-year benchmark were honored at a pre-Board meeting reception. Presentations at the event focused on employees' accomplishments. Letters were sent to employees thanking them for their service to the District at benchmark years for 10, 15, 20, 25, and 30 years of service.



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## 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.

2010-11 was a year of refinement and enhancement of district communications with various constituent groups. These communications were aimed at enhancing support for district programs and to create greater understanding of complex issues including budget, staffing, curriculum, instruction and assessment.

These communications efforts included, but were not limited to the following:

- City of Solana Beach-School District Liaison
- City of Encinitas-School District Liaison Meetings
- City of San Diego (Councilmember Sherri Lightner) School District Liaison Meetings
- Encinitas Chamber of Commerce Education Committee
- Parent Site Representative Council
- School Foundation-District Liaison Meetings
- Superintendent-School Foundation Executive Committee Meetings
- Superintendent-Feeder Elementary PTA Executive Committee Meetings
- North Coast Education Legislative Action Network
- San Dieguito Alliance
- District Budget Review Committee
- English Language Advisory Committees
- District Parent Curriculum Advisory Committee
- Superintendent-School Staff Meetings
- Superintendent-School Department Chair Meetings

This year, the review and refinement of Action Plans related to the district's Strategic Plan, began with a Student Achievement Summit held late in June. That meeting resulted in very specific revisions to the five areas related to instructional improvement. Over the course of the year, regular reports to the Trustees and Board workshops regarding progress toward meeting the Plan's annual priorities were conducted throughout the year.

Remaining as an objective of this action plan are specific plans to develop and build relationships with individuals in the district through the implementation of a Key Communicator program. This effort will rely heavily on the district's ability in the future to restore a support position in the Superintendent's Office where the effort would be coordinated. That, along with the development of school based communication efforts aimed at reaching out to non-parent community members, will be an ongoing focus of this Action Plan.



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## 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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San Dieguito Union High School District

All stakeholders in the San Dieguito Union High School district are committed to providing safe schools for our students. Staff, parents, students and community members work together to ensure that our schools are safe and that all students are working in a positive learning environment. Constant communication, staff development, parent meetings, and student groups and assemblies are necessary to keep stakeholders informed and involved.

Many programs were offered this year to promote respect and tolerance, safe schools, student safety, and student health and well being. Listed below are some examples of programs provided throughout the District:

- Alcohol and other Drug (AOD) sessions
- Justice 101
- Safe Driving for Teens
- Challenge Days
- Character Counts
- Training for all counselors on Grief and Crisis Management
- Administrative trainings on positive discipline, alternatives to suspension and gang awareness

We will research new ideas and programs as we continue to provide a supportive and safe learning environment at all sites. All four of our high schools, and three of our four middle schools are open enrollment. Each high school student in 2010-11 attended his / her first choice high school. Three hundred and fifty middle school students elected to attend a middle school other than their boundary school. Our students are welcome at all our schools.

We continued our communication with parents and students with ongoing and updated District and school site information on our websites and through our automated phone system.

A consistent and uniform district-wide interpretation of our discipline policy was put into place. Administrators were trained to use positive discipline strategies and alternatives to suspension with parents and students. An online virtual educational suspension program was piloted for first time offenders.

This year, we expanded our communication and outreach with all five of our feeder elementary school districts. We have institutionalized our expanded Access to Honors program where we have more student participation than ever before. 70% of our class of 2010 graduates will have taken at least one Honors or AP course.

Middle School administrators and district staff met with ALL our feeder elementary schools this year to discuss:

- Transition from 6<sup>th</sup> to 7<sup>th</sup> grade
- The course selection process
- Middle School choice (intra-district options)
- Math and English curriculum opportunities
- Formative Assessment

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## 8.0 SAFE & WELCOMING ENVIRONMENT (CONTINUED)

This has allowed all our parents of elementary school students and staff to become informed on our equity and access programs.

Our Adult Education programs increased outreach to our community, especially our senior citizens. Adult Education has actually increased enrollment, despite budget cutbacks.

We have continued our regular contact and communication with our parent-led organizations to develop best practices and maximize positive parent involvement and fund raising.

- We worked closely with our Guidance Counselors to create systems and support for students in need, even though staff has been reduced.
- We developed a district wide organization for English Learner parents so they can be more aware of how their children are progressing. A series of evening meetings were hosted at our schools to help our English Learner parents play a more active role in helping shape their child's education and future.
- SDUHSD hosted the North County Latino Migrant Parent Conference. Seven North County Districts participated, including districts that do not feed into SDUHSD.
- We increased outreach to our Latino community by doubling the size of our student "Having A Voice" group.
- We will continue to work closely with our entire community to allow for a healthy, balanced relationship with students, parents and staff.



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## 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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San Diego Union High School District

Building on the vision of the Long-Range Facilities Task Force, a steering committee was created to facilitate implementation of the 21st Century Learning Environment. Site committees comprised of principals, teaching staff, students, parents, and community members were created for all nine schools and paired with one of four architectural firms selected to develop site master plans that will guide future construction and modernization. Site master plans are expected to be complete and available for presentation in the Fall of 2011.

Staff continues to research financing methods to support the district-wide master plan, such as obtaining approvals for state funding and investigating public outreach and finance team members to support a potential general obligation bond election.

The construction delivery will be lease lease-back for the delivery of multiple large-scale projects. A Request for Qualifications will be made available to lease lease-back builders in early May 2011 for selection of builders in June 2011. Staff continues to obtain Division of State Architect completion approval on outstanding school projects to avoid delays in future construction.

The first phase of developing a centralized digital inventory of district-wide structures has been completed. The second phase under production includes the detail labeling and analysis of structure information.

The District completed work on two major solar energy installations at La Costa Canyon High School and Canyon Crest Academy this year. The systems produce about 75% of the energy required at peak demand and will ultimately result in substantial cost savings. Not only were the installations economically viable, but energy consumption and production data is being integrated into renewable energy curriculum.

Energy master plans developed by Chevron Energy and Siemens are available for use by the four architectural firms developing the site master plans. The architects will also focus on offsetting any future consumption created by new or modernized structures by incorporating renewable energy or energy efficiency measures and materials in line with California's 2011 green building code.

The energy rewards program continues, with recognition given to the middle and high school sites achieving the highest reduction in energy consumption. To maintain a fleet of low emission buses, replacement of CNG tanks is currently in progress.

Expansion of the reclaimed water use program is progressing with projects under way for the new PAC quad at San Dieguito Academy, and with plans in the approval process for reclaimed water at Oak Crest Middle School. Maintenance and Grounds staff are trained on an on-going basis to comply with the changing water restriction guidelines, as well as the added requirements for storm water monitoring.

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## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

Labor Compliance Program costs were eliminated during the San Dieguito Academy Performing Arts Center Project by using district staff to monitor contractor wages instead of paying a consultant.

The Finance Department has increased its efforts to closely monitor school and department budgets. Budget variances are resolved and adjustments are made more frequently. Position Control meetings between Human Resources and Finance were restructured to focus on FTE and Budget changes. Information is discussed and reviewed in Cabinet.

The Board Policy and Administrative Regulation regarding Management of District Assets were revised to include a code of conduct for employees involved in financial transactions and to allow for anonymous reporting of fraud, waste, and abuse using an independent hotline.

A district-wide ASB accounting software program is being implemented to provide better oversight of student body accounts. ASB activity reports from sites are reviewed monthly. On-going training is provided to ASB staff in such areas as cash handling, internal controls, and best accounting practices.

The Purchasing and Finance departments began using American Express to pay certain vendors. Since the activation of the credit card in September 2010, the District has paid over \$425,000 in invoices to generate a 1% return and to preserve cash during the grace period. Expanded use of purchasing cards has improved turnaround time for procurements and created efficiencies within the Purchasing Department.

Additional suppliers and cooperative bids were added to purchase items at reduced costs. Hazardous waste disposal costs were reduced by using recyclers for universal & electronic waste. Surplus property sales were increased.

The Payroll department has been working to eliminate manual entry of payroll data to the County payroll system by uploading information directly from Digital Schools. Currently, several rounds of testing have been completed and the program is on-track for full implementation in 2011-12.

Transportation remains committed to operating in the most cost-efficient manner while still providing outstanding service on both its home-to-school and special education routes. Formal quarterly meetings were established with Pupil Services to review requests for new special education routes and on-going informal communications with Pupil Services occur for existing special education routes. A pilot side-letter agreement initiating cost-saving work rules is underway and expected to yield favorable results. Transportation has provided information to NCTD and SANDAG regarding the need for additional public transportation routes.



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## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

Nutrition Services continues to refine the menu options available to its students while meeting state and federal guidelines. The department successfully partnered with an ROP class at Canyon Crest Academy to launch a pilot program, called The Nest, which was met with overwhelmingly positive response from students, parents, and staff.

The District worked closely with Del Mar Union School District and its parent groups on a revamped menu offering more choices under their current food services contract. Unfortunately, DMUSD has chosen to go in a different direction with their food service program and the District decided not to bid on their vended meal program. The contract will expire at the end of this school year.

Nutrition Services will focus on the core 7-12 lunch program and redesigning food service operations to meet the needs of 21st Century learners.

Outside facilities use permitting has been centralized to Maintenance & Operations, resulting in a more consistent application of fees. Weekend patrols are on-going and generate reports of unauthorized use for review and action, where possible.

After exploring plans to increase the authorized use of tennis courts, we have determined it would require the services of an outside vendor in order to successfully manage the hourly rentals of 30-40 courts.

Cell tower leases and associated components continue to be developed. Sites identified as feasible include Canyon Crest Academy (Sprint), Torrey Pines High School (AT&T), and San Dieguito Academy (Clearwire).

Requests for naming rights or advertising in facilities are reviewed as new proposals are submitted.



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