

Ken Noah
Superintendent

2010-11 ACTION PLAN



To Provide a
World-Class Education
for All Students

Action Plans

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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San Dieguito Union High School District

1.1. Continue to develop consistency of learning and performance objectives

1.1.1. Use staff collaboration time to identify district-wide common essential learning objectives within similar subjects. Representatives from each department will create a draft of essential learning objectives to be reviewed and approved by subject area teachers.

1.1.2. Use staff collaboration time to identify district-wide common performance objectives within similar subjects. Representatives from each department will create a draft of essential performance objectives to be reviewed and approved by subject area teachers.

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 2010-2011 are:

- Math sequencing – Continue to ensure incoming middle school students are best prepared to successfully complete algebra in the eighth grade. Will provide elementary districts Algebra Honors Readiness Test results disaggregated by 7th grade math standards
- Identifying literacy skills necessary to be successful in core academics
- Develop processes between districts for improving the identification, monitoring and reclassification of long-term English Learners

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 establish written curriculum and performance expectations between middle school and high school as well as performance expectations between subject levels

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1.0 CURRICULUM (CONTINUED)

- Middle and high school teachers who teach sequential courses will use scheduled collaboration time to identify the content knowledge and essential skills necessary to be successful at the next level
- 1.2.3. Provide school sites funding for staff development/collaboration time to create and align curriculum
- Department chairs and principals will establish monthly collaboration meetings
 - Educational Services will continue to 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 curriculum for English Learner Development (ELD) courses at the middle school
- 1.4.1. Middle school ELD teachers will finish developing district-wide curriculum to meet the instructional needs of each student
- 1.4.2. English Learner Lead teachers will meet quarterly to align curriculum, analyze student performance and develop interventions to support underperforming students



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1.0 CURRICULUM (CONTINUED)

- 1.5. Implement online PLATO for credit recovery, intervention, distance learning and home hospital
 - 1.5.1. Customize PLATO curriculum to align with SDUHSD learning objectives by having department chairs and subject specific teachers review, modify and agree upon the academic content for the online curriculum
 - 1.5.2. Investigate and pilot distance learning courses to be added to La Costa Canyon High School and Torrey Pines High School that provides flexibility in scheduling
 - 1.5.3. Transition current curriculum at North Coast Alternative High School to PLATO curriculum through a pilot program in 2010-2011 with full implementation by 2011-2012
- 1.6. Continue to provide English Language Development teachers EDGE curriculum training as well as training for the new literacy component of READ 180 (System 44)
- 1.7. Continue to align learning and performance objectives of AVID (Advancement Via Individual Determination) programs throughout the district
 - 1.7.1. Transition from literature based curriculum to standards-based curriculum with a focus on technical reading and writing
 - 1.7.2. Teachers will attend AVID Summer Institute and San Diego County Office trainings focusing on developing reading and literacy skills sufficient for students to successfully complete honors and advanced placement level courses.
- 1.8. Expand ROP/CTE (Regional Occupational Program / Career Technical Education) courses by seeking grant funding.



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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.

- 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. Provide back to school in-services (before the start of school each year) that will be dedicated to reviewing and analyzing California Standards Tests, California High School Exit Exam, California English Language Development Tests and Advanced Placement results
 - Departments will use analysis templates developed by district and site administrators to guide their analysis
 - Based on analysis, departments will determine areas of the curriculum where students 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 assessment 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
 - 2.2.3. The principal and department chairs will schedule collaboration time for the school year by the end of the second week of school. Collaboration time will focus on developing common assessments, analyzing assessments results for each student and developing interventions to support underperforming students.



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2.0 INSTRUCTION (CONTINUED)

- 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. Create intervention programs focusing on developing math and literacy skills

- 2.3.1. Train Pre-algebra Essentials, Algebra Readiness, and resource teachers to use PLATO math intervention by the end of September 2010
- 2.3.2. Train English, English Language Development and resource teachers to use READ 180 and System 44 by the end of September 2010
- 2.3.3. Implement writing development/intervention web-based tool for English support classes and as a tool for students to use in English classes by January 2011
- 2.3.4. Based on a history of grades and standardized testing results, counselors will enroll students in intervention programs
- 2.3.5. Executive Director of Curriculum will ensure math and English intervention programs are provided equitably across the district

2.4. Establish high performance expectations for all levels of classes

- 2.4.1. 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
- 2.4.2. 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
- 2.4.3. 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

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



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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.



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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 2009-2010 formative and summative assessments will be evaluated by academic departments to determine which curricular areas may need to be modified during the 2010-2011 school year
 - 3.2.2. 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. Expand the use of Data Director
 - 3.3.1. Train all administrators on how to effectively use Data Director as a tool to monitor student academic progress and analyze the effectiveness of academic interventions
 - 3.3.2. Provide comprehensive subject-specific training to multiple subject area teachers per school site. These teachers will then provide training to the rest of their department members.
 - 90% of all academic department teachers will receive training on how to build assessments, track student progress and analyze results in order to adjust instruction
 - 3.3.3. Class rosters will only be made available to teachers prior to the start of school through Data Director. All teachers will receive instruction on how to access their account and navigate the system
 - 3.3.4. Develop a comprehensive web-based Data Director tutorial materials

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3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY (CONTINUED)

- 3.4. Develop common assessments that align directly to learning and performance objectives for each subject area
- 3.4.1. Professional development will be provided based on individual site needs as determined by the Department Chair and the Principal
- 3.4.2. Provide back to school in-services (before the start of school each year) that will be dedicated to reviewing and analyzing California Standards Tests, California High School Exit Exam and Advanced Placement results
- 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 students underperformed and identify adjustments in pacing, content and/or lesson design
- 3.4.3. 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
- 3.5. Use data to monitor student progress in academic core and intervention programs
- 3.5.1. Academic performance reports from Data Director, PLATO and READ 180 will be reviewed regularly. The results will be used to assess the effectiveness of each intervention program. Additionally, the results from common formative assessments will be used as a way to measure student progress. Interventions in support programs will be implemented based on the needs of each student.
- 3.5.2. Integrate more assessment information in Data Director to give teachers and administrators the ability to create reports with local, state and national assessment data. Examples of information to be added are Advanced Placement, SAT/ACT, attendance and disciplinary information
- 3.5.3. Automate the Data Director update process to provide real time data



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3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY (CONTINUED)

- 3.6. Use longitudinal data to provide feedback to administrators and teachers as to their student's progress year to year
 - 3.6.1. Track yearly progress of students who participate in support programs (e.g. AVID, Academic Literacy, Reclassified English Learners)
 - 3.6.2. Track the yearly progress of subgroup populations (e.g. English Learners, SPED)
 - 3.6.3. 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
- 3.7. Each principal will work to educate parents to understand the results of state assessments.



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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. Continue practices and strategies for a comprehensive district wide student support system.
 - 4.1.1. Train administrators and counselors in the district-wide SST process.
 - 4.1.2. Establish a shared drive system on the district's network to store and securely share student study team documents between school sites.
 - 4.1.3. Continue to meet with Diegueno Middle School and Torrey Pines High School staff to assist in efforts to move forward with their work to utilize the district's SST process in order to create comprehensive interventions in academic and behavior areas.
 - 4.1.4. Site and district administrators will continue to collaborate to create a comprehensive model of alternatives to suspension. Sites will implement the concepts of positive discipline and utilize support programs such as the READI program.
 - 4.1.5. Use data to evaluate the effectiveness of current site-based student support programs on an ongoing basis, including all types of student discipline.
- 4.2. Continue to implement a district wide uniform system for referrals and reviews for Section 504 Accommodation Plans
 - 4.2.1. Provide Section 504 updates and training for administrators and counselors at the start of the school year. 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.
 - 4.2.2. Establish a shared drive system on the district's network to store and securely share 504 documents between school sites.
- 4.3. Continue improvement of instructional services for students with disabilities through ongoing staff development activities and program reviews.
 - 4.3.1. Continue to provide staff development training through district and SELPA staff development sessions in the following areas:
 - Behavior
 - Written Language
 - Autism
 - Reading
 - Student Motivation
 - Instruction in the General Education Environment
 - Emotional needs

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4.0 STUDENT SUPPORT SYSTEMS & PRACTICES (CONTINUED)

- 4.3.2. Continue the development of independence and resiliency among students with disabilities through effective Individual Transition Plans.
- 4.3.3. Continue to prepare and support students with disabilities to take and successfully complete academic courses in the general education environment including new online opportunities during the school year and during extended school year.
- 4.3.4. Provide training to special education teachers to increase awareness and understanding when working with students who have Traumatic Brain Injuries (TBI).
- 4.3.5. Continue to work with NCCSE and Rady Children's Hospital to interpret data from program reviews. The team will make adjustments to programs if necessary.
- 4.3.6. Train special education case managers in the administration of the Grey Oral Reading Test (GORT) and the Test of Written Language (TOWL).
- 4.3.7. Continue to work closely with special education teachers and the transportation department to decrease Special Education Home to School transportation costs.
- 4.3.8. Continue to collaborate with feeder districts to minimize one to one Instructional Aide requirements.
- 4.3.9. Continue the collaboration between School Psychologists and Speech Pathologists as a means for providing consistency in what should be included in a complete assessment for students with the following issues: attention, behavior, poor achievement over time, social-emotional, reading and developmental delays.
- 4.3.10. Continue to monitor and review the Instructional Aide staffing.



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5.0 21ST 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 continue to 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.
- 5.3. Students will be better prepared for careers by mastering the basic and advanced computer skills.

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5.0 21ST CENTURY TECHNOLOGY & LEARNING (CONTINUED)

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.
- Use career aptitude software to investigate and prepare for careers; to communicate via email with business and community partners.
- Participate in virtual job searches and field trips.
- Develop personal resumes and electronic portfolios.
- 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 two sections- one for staff and the other 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 grade 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 responsibilities, health and wellness, safety, and security.

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 on 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.



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5.0 21ST CENTURY TECHNOLOGY & LEARNING (CONTINUED)

- 5.6.1. Lead District training program for all classroom software (i.e., Data Director, Online Plato, Read 180, etc.)
- 5.6.2. Incorporate multi-level training classes and create an environment which encourages and facilitates professionals at all stages of development.
- 5.6.3. Conduct trainings on a quarterly basis with the option to sites of expanding to a monthly schedule. Additional training opportunities will be offered at various times as the need arises.
- 5.6.4. Organize and train teacher leaders to become site Data Director experts and trainers.
- 5.7. Develop a district vision for computer replacement.
 - 5.7.1. Identify the current status of district computers
 - 5.7.2. Working with site administration, prioritize and schedule computer replacement.
 - 5.7.3. Identify funding sources for computer replacement.
- 5.8. Develop a technology vision for all technology services with systems, training and protocols to support the vision
 - 5.8.1. Reorganize how site computer technicians deliver services and support instruction.
 - 5.8.2. Implement strategies for classified and certificated staff to be more technology independent.
- 5.9. Create a virtual intervention environment that extends learning beyond the traditional classroom.
 - 5.9.1. Provide virtual course options for students in need of credit recovery, specific interventions, and independent study credit.
 - 5.9.2. Implement a distance learning option for Sunset/North Coast High School for 2011-12.
 - 5.9.3. Develop a Blackboard or other similar learning environment that can be used to deliver virtual instruction



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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.

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.

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- 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, 2011.
- 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.
- 6.1.6. Expand assistant principal in-service.
- 6.1.7. Develop an assistant principal evaluation format with a focus on instruction.
- 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.
 - 6.2.4. Maintain current salary/contract information from comparison districts.
- 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:
 - Update evaluation format to reflect changes in the California Standards for the Teaching Profession (CSTPs)
 - Training of newer teachers—BTSA professional development seminars
 - Increase the number of teachers with National Board Certification.



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6.0 HIGH QUALITY STAFF (CONTINUED)

- 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.
- Provide specialized training for new administrators and targeted training for Special Education teachers.

6.4 Plan and prepare for budget reduction/eventual increase 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 is informed regarding STRS and other post-retirement benefits.
- Solicit input and support administrators with implementation of personnel reductions.
- Inform SDFAs of potential reductions/modifications.

6.4.2 Recommend responsible reductions of personnel.

6.4.3 Support administrators with implementation of personnel reductions.

6.4.4 Work with managers to prioritize work of certificated support staff.

6.5. Monitor changes in Teacher Certification.

6.5.1. Complete documentation for Special Education Autism Competency and other specific competencies prior to legal requirement.

6.5.2. Update NCLB compliance according to State revisions.



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6.0 HIGH QUALITY STAFF (CONTINUED)

6.5.3. Continue monitoring certificated English Learner (EL) authorization and require emergency credentials where needed.

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

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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.

- Explore and adapt candidate assessment techniques that effectively apply electronic and internet tools for efficient recruitment in an era of diminishing resources. Utilize District Office computer lab to undertake web-based examination of candidates.
- Revise application forms and supplemental materials to facilitate application directly over the internet.

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

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

6.7.1. Identify potential rule changes to support improved efficiency and communication.

6.7.2. Incorporate current technology in the formatting, preparation and dissemination of agenda and minutes within requirements of the Brown Act.

6.7.3. Prepare for Commission review and approval of any potential effect on classification levels resulting from layoffs and/or transfers.

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 regular basis.

6.8.2. Conduct joint trainings with CSEA for site representatives' development.



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6.0 HIGH QUALITY STAFF (CONTINUED)

- 6.8.3. Reinforce the link of the administrators' role with CSEA.
- Provide training on Summary of Changes regarding the Master Contract.
 - Provide consistent and ongoing communication of employee relations issues at the site level.
 - Continue active involvement throughout the employee progressive discipline process.
 - Design templates for discipline letters for use by administrators.

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

6.9.1 Revise and update the employee orientation programs.

- Redesign the new employee orientation upon hire.
- Create a substitute orientation program with special emphasis on job specific responsibilities.
- Develop a new hire orientation checklist for sites and departments.

6.9.2 Implement staff development activities to promote relevant learning at back-to-school in-services, job-alike sessions and Classified in-service days.

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

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

- Submit for approval a revised policy on parent volunteers.
- Implement and utilize the parent volunteer guidelines for parents and staff.

6.9.5 Continue to support managers and supervisors in conducting Employee Performance Appraisals utilizing new negotiated process.

- Work with managers in identifying and building employees' strengths through goal setting and follow-through.



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6.0 HIGH QUALITY STAFF (CONTINUED)

- Focus on accurate retention decision for probationary employees
- Develop strategies to improve performance deficiencies of permanent employees.

6.10 Maintain a vigilant and persistent review of staffing levels to support programs.

6.10.1 Coach and train managers and employees to adapt to the current environment of rapid change and shrinking resources.

6.10.2 Support managers and staff with implementation of change resulting from reductions.

6.10.3 Identify pathways to increase operational efficiency using new tools and systems.

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

6.10.5 Maintain accurate seniority and recall lists for all classifications.

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

GENERAL HUMAN RESOURCES

6.11. Lead and 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.

- Employee Recognition Event
- Employee of the Year Programs
- Celebration of the Day of the Teacher
- Classified Employees Week



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6.0 HIGH QUALITY STAFF (CONTINUED)

- 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.
- 6.11.4 Continue to train and prepare temporary and probationary teachers through the BTSA 2-year Induction Program.
- Monitor transition in BTSA leadership.
 - Contract with other San Diego County districts to serve their Year 2 BTSA teachers.
- 6.12. Highlight employee benefits as a means of retaining high quality employees.
- 6.12.1. Utilize the Certificated and Classified Benefits Committee to compare various benefits plans, including coverage, formularies, premiums, and co-pays.
- 6.12.2 Recommend plans that provide the best coverage with cost-effective premiums.
- 6.12.3 Implement changes to plans at Open Enrollment.
- 6.13. Monitor the accommodations for work restrictions to expedite the return of employees to work.
- 6.13.1 Promote back-to-work by identifying job activities and functions that can be performed within the restrictions.
- 6.13.2 Revise job descriptions to establish clear and relevant physical standards on which to make reasonable accommodation decisions.
- 6.14. Monitor and evaluate the District's human resources information system to provide accurate employee data and support the district's budget process.
- 6.14.1 Conduct annual verification of employee personal information.
- 6.14.2 Analyze the Human Resources component of the adopted 2010-11 Budget through reconciliation of FTE counts and dollars spent.



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6.0 HIGH QUALITY STAFF (CONTINUED)

- 6.14.3 Ensure accuracy of position control data and costs for the 2011-12 Budget.
- 6.14.4 Work with Finance Department to minimize inconsistencies in Extra Work Agreement process through revised approval process, caps and terminology.
- 6.15 Reorganize the Human Resources office to streamline workload and procedures, and to provide efficient support to sites and staff.
- 6.16 Develop improved process for contracts and payment of Artists-in-Residence



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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.



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San Dieguito Union High School District

- 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, strategic planning, budget development, etc.
 - 7.1.3. Develop and implement school based communication efforts focused on reaching out to non-parent community members.
 - 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. Establish a Strategic Planning Annual Summit (parents, students, community members, civic leaders, business community and staff) for the purpose of reviewing the Strategic Plan, reporting on progress and soliciting input for future direction.
 - 7.1.6. Continue work to update the district website to ensure it contains data, news, photos, and features designed to meet the needs of visitors.

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7.0 COMMUNITY ENGAGEMENT & PARTNERSHIP (CONTINUED)

- 7.2. Establish and support collaborative partnerships.
 - 7.2.1. 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.
 - 7.2.2. Continue to refine the composition of the existing Parent Site Representative Council and the meetings meeting as a means of providing two-way communication between the district and school.
 - 7.2.3. Establish regular liaison meetings with school foundation executive leadership as a means of enhancing the district and foundation relationship. Specifically, to identify ways the district and foundation can work cooperatively and strategically to further the educational mission of the district.
 - 7.2.4. Refine and expand partnerships with local business and community organizations, e.g., Rotary, Kiwanis, Chambers of Commerce, San Dieguito Alliance, Community Planning Organizations, etc.
 - 7.2.5. Establish an annual liaison meeting with elementary feeder district parent advisory executive committee representatives and superintendents.
 - 7.2.6. Establish a Superintendent's Student Advisory Council comprised of two Associated Student Body representatives from each high school, one of the student representatives should be the current appointed Student Board Member.



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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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- 8.1 Continue to build an inclusive community where all members model respect and ethical behavior.
 - 8.1.1 Provide ongoing student, parent and staff training and education programs where inclusion, respect and ethics are emphasized.
 - Conduct mandatory Student-Athlete, Parent-Athlete and Coaches meeting.
 - Continue student Having a Voice meetings for Latino students.
 - Continue to host Parent Education and Training sessions for our Language Learner families.
 - Expand staff training around Drug & Alcohol Prevention.
 - Expand Drug & Alcohol Prevention and Education for parents and students
 - Continue Grief and Crisis Management for Counselors, and expand to key teachers, administrators and support staff.
 - 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 6th to 7th grade transition.
 - Continue 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.
 - Continue contact and communication with elementary principals, teachers and parents, to help them recognize how welcoming and safe our middle schools are.
 - Continue our 7th grade Math and English access program communication to include elementary parents.
 - 8.1.3 Continue a regular program of middle school administrators and teachers visiting elementary schools to share, educate and demonstrate programs that model safety and social and educational inclusion.

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8.0 SAFE & WELCOMING ENVIRONMENT (CONTINUED)

- 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. Also include elementary parents onto our Parent Curriculum Advisory Committee as observers. This will help inform key elementary parent leaders about our full inclusion academic and social programs.

8.1.5 Use new data systems to monitor and interpret demographic information in regards to discipline.

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

- Examples of these programs include:
 - HS Challenge Days
 - MS Character Counts
 - Emphasis on Academic Honesty, class by class, teacher by teacher
 - Justice 101
 - Smart Start Driving Course

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.

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



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8.0 SAFE & WELCOMING ENVIRONMENT (CONTINUED)

- 8.2.4 Continue our uniform and consistent program with all 10 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.
 - Review and evaluate student behavior / discipline statistics to learn of trends and problems in order to address issues with staff, parents and students.
- 8.2.5 Train administrators and Counselors in the new 2010-11 consistent, district wide Student Study Teams (SST) process.
- Ongoing updates and trainings for Counselors will be provided.
 - Consistent district wide forms and protocols will be used.
 - Consistent “wrap around” support programs will be delivered to students in need.
 - Teachers will be fully informed of the options and benefits offered with the new SST program.
- 8.2.6 Expand online HS Summer School academic options for Extended School Year (ESY) students who otherwise might not participate in a more restrictive, less rigorous and more expensive environment.
- 8.2.7 Provide more personal outreach and information to all of our under- served students about the benefits of all four of our high schools.
- 8.2.8 Increase outreach and communication to our Language Learner community, to ensure full academic and social opportunities.
- Ensure the availability of appropriate and effective ELD and academic content materials to promote access to the core content.
 - Build the capacity and skills of teachers, administrators and counselors so they are more prepared and skilled to work with English Learners.
 - Provide Language Learner parents with the information they need so they can monitor their students, and play an active role in helping shape their future.



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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 Dieguito Union High School District

- 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. To maintain fiscal stability, the Business Services Division will conduct more frequent in-depth analysis of the District's budget.
 - Special focus will be placed on eliminating the deficit between revenue and expense.
 - Finance Department staff will work with managers on budget containment.
 - Budgets will be adjusted throughout the year to accurately project expenditures based on program requirements.
 - Multi-year projections will be updated whenever major changes to assumptions occur to forecast their effect on the long-term financial stability of the district.
 - 9.1.2. To prepare for the eventual improvement of the economy and District revenue, Business Services will assist with development of a plan which prioritizes the restoration of programs and services.
 - 9.1.3. The Finance and Human Resources departments will concentrate on closely monitoring certificated and classified positions to ensure the financial implications of any staffing changes are accounted for accurately in the budget.
 - Position Control meetings will be formatted to address proposed and actual changes to budgeted FTE, salaries, and benefits so that both Human Resources and Finance are up-to-date on any movement which will affect the budget.
 - Salary budgets and FTE counts will be tracked along with explanations for any positive or negative variances from the approved budget and reviewed in Cabinet.
 - 9.1.4. Increased oversight of ASB budgets and expenditures to ensure proper controls are in place for student body funds.
 - The Finance department will begin monitoring activity using district-wide ASB accounting software.
 - Director of Planning & Financial Management will implement internal audits of student body funds.

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9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

- 9.2. Improve efficiency wherever possible to lower costs or to maintain service levels with fewer resources.
- 9.2.1. Promote a Code of Ethics to prevent fraud, waste and abuse of District resources and implement an independent hotline for anonymous reporting.
- 9.2.2. Pilot Purchasing Card program will be expanded to reduce purchase requisition processing time and costs, improve control over open purchase order acquisitions, and simplify payment of invoices.
- 9.2.3. Invoices will be paid with American Express for major vendors or wherever feasible to generate 1% return and to preserve cash during the grace period.
- 9.2.4. Information in the Digital Schools system will be uploaded to the County payroll system to eliminate duplicate data entry of payroll data.
- 9.2.5. Use of competitive bidding and innovative sourcing of materials and services will increase in an effort to contain costs.
- 9.2.6. District staff will be responsible for the Labor Compliance Program on smaller construction projects to eliminate outsourcing.
- 9.2.7. Continue to monitor the cost of Home-to-School and Special Education Transportation.
- Transportation will frequently meet with Pupil Services to review requests for new special education routes to establish the most efficient service.
 - New cost-saving work rules established through collective bargaining will be implemented.
 - Costly replacement of CNG tanks in Spring, 2011 will be dependent on future of Home-to-School transportation program.
 - District will work with NCTD and SANDAG to establish additional public transportation routes.
- 9.2.8. Improve surplus property & e-waste processes to gain best return from surplus/e-waste sales.
- 9.3. Begin implementation of the Long-Range Facilities Action Plan.
- 9.3.1. Coordinate with Educational Services to ensure instructional goals are reflected in facilities planning and construction projects.



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9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

9.3.2. Develop the finance and planning component of the Facilities Action Plan.

- Research and propose 2012 General Obligation bond team.
- Secure unfunded approvals for projects already in planning and coordinate construction by way of the SDUHSD Facilities Action Plan for those projects.
- Research and propose organizational structure for construction delivery of multiple large-scale projects.
- Obtain Division of State Architect (DSA) approval on outstanding school projects to avoid processing delays in future plans developed by Facilities Action Task Force.
- Update baseline eligibility for future modernization projects of aging structures.
 - Develop a complete, centralized digital inventory of district-wide structures to better determine baseline eligibility.
 - Use baseline data to prepare strategies for implementation of future modernization projects.

9.4. Model good environmental stewardship through alternative energy projects and conservation programs tied into the curriculum.

9.4.1. Coordinate solar energy curriculum with Educational Services.

9.4.2. Promote energy savings at school sites.

9.4.3. Coordinate effort between Chevron Energy (Solar provider) and Siemens (Energy Efficiency) to develop proposed solar projects and energy efficiency measures as part of the district's Facilities Action Plan for a 2012 GO Bond.

9.4.4. Continue efforts toward water conservation.

- Expand use of reclaimed water on fields and landscaped areas.
- Train designated Maintenance and Grounds staff to actively reduce water consumption through best irrigation and maintenance practices.



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9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS (CONTINUED)

9.5. Increase revenue opportunities.

9.5.1. Nutrition Services

- Work with Del Mar Union School District on strategies to boost participation in the lunch program provided by the District.
- Continue refining menu options offered to District students within state & federal guidelines to increase sales of nutritious meals.

9.5.2. Facility Use

- Centralize outside facility use permitting to ensure consistency with fee application collection.
- Use weekend patrols to deter facility abuse and to verify users are properly permitted.
- Prepare a plan to increase authorized tennis court rentals.
- Pursue cell tower leases.
- Consider naming rights for facilities and fields.



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