



**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Superintendent
Rick Schmitt

Union High School District

**THURSDAY, OCTOBER 3, 2013
6:30 PM**

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

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

PUBLIC COMMENTS

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

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

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda and non-agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

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

PUBLIC INSPECTION OF DOCUMENTS

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

CONSENT CALENDAR

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

CLOSED SESSION

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

CELL PHONES/PAGERS

As a courtesy to all meeting attendees, please set cellular phones and pagers to silent mode and engage in conversations outside the meeting room.

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

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

AGENDA

**THURSDAY, OCTOBER 3, 2013
6:30 PM**

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

PRELIMINARY FUNCTIONS (ITEMS 1 – 6)

- 1. CALL TO ORDER; PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS 6:00 PM
- 2. **CLOSED SESSION** **6:01 PM**
 - A. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.* (2 issues)
 - B. To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent, Deputy Superintendent, and Associate Superintendents
Employee Organizations: San Dieguito Faculty Association / California School Employees Association

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

- 3. RECONVENE REGULAR BOARD MEETING / CALL TO ORDER BOARD PRESIDENT
* WELCOME / MEETING PROTOCOL REMARKS
- 4. PLEDGE OF ALLEGIANCE
- 5. REPORT OUT OF CLOSED SESSION
- 6. APPROVAL OF MINUTES OF THE BOARD WORKSHOP AND REGULAR BOARD MEETING OF SEPTEMBER 19, & SEPTEMBER 26, 2013
Motion by _____, second by _____, to approve Minutes of September 19, 2013, and September 26th, (3), as shown in the attached supplement(s).

NON-ACTION ITEMS (ITEMS 7 - 10)

- 7. STUDENT UPDATESSTUDENT BOARD REPRESENTATIVES
- 8. BOARD REPORTS AND UPDATES BOARD OF TRUSTEES
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, & LEGISLATIVE UPDATES ... RICK SCHMITT, SUPERINTENDENT
- 10. UPDATE, TORREY PINES HIGH SCHOOLDAVID JAFFE, PRINCIPAL

CONSENT AGENDA ITEMS (ITEMS 11 - 15)

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

11. SUPERINTENDENT

- A. GIFTS AND DONATIONS
Acceptance of Gifts and Donations as shown in the attached supplement(s).

B. FIELD TRIP REQUESTS

Approval of Field Trip Requests as shown in the attached supplement(s).

12. HUMAN RESOURCES

A. PERSONNEL REPORTS

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

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

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

14. PUPIL SERVICES / SPECIAL EDUCATION

SPECIAL EDUCATION

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

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

1. Sharon A. Criger, PT, DPT (ICA), to provide complete physical therapy assessments, reports, and direct therapy, during the period July 1, 2013 through June 30, 2014, at the rates shown on the attachment, to be expended from the General Fund/Restricted 06-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. The Institute for Effective Education (NPS), to amend the contract to the rates shown on the attachment.

C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

(None Submitted)

PUPIL SERVICES

D. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

15. BUSINESS / PROPOSITION AA

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Sowards and Brown Engineering, Inc. to prepare the map for annexation number 20 to Community Facilities District No. 95-2, during the period August 14, 2013 until completion

of the project, for an amount not to exceed \$4,800.00, to be expended from Mello-Roos Funds subject to reimbursement by the developer.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS
(None Submitted)

D. APPROVAL OF CHANGE ORDERS
(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS
(None Submitted)

F. APPROVAL OF BUSINESS REPORTS
Approve the following business reports:

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

PROPOSITION AA

G. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. BDS Engineering Inc., to provide District wide Surveying, during the period October 4, 2013 through October 3, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
2. RBF Consulting, A Company of Michael Baker Corporation, to provide District wide Surveying Services, during the period October 4, 2013 through October 3, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
3. Gold Coast Surveying Inc., to provide District wide Surveying Services, during the period October 4, 2013 through October 3, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
4. VS Athletics, to provide track equipment to Canyon Crest Academy and San Dieguito Academy, during the period of October 4, 2013 through January 4, 2014, in the amount of \$102,317.00, to be expended from Building Fund- Prop 39 Fund 21-39.
5. UCS Inc., to provide track equipment to Canyon Crest Academy and San Dieguito Academy, during the period of October 4, 2013 through January 4, 2014, in the amount of \$49,200.00, to be expended from Building Fund- Prop 39 Fund 21-39.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Fuscoe Engineering, Inc., to amend the Civil Engineering Services contract CA2014-01, to include the hydrdomodification channel screening assessment at the La Costa Valley school site, during the period August 23, 2013 through February 23, 2014, in the amount of \$7,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.

I. AWARD/RATIFICATION OF CONTRACTS
(None Submitted)

J. APPROVAL OF CHANGE ORDERS
(None Submitted)

K. ACCEPTANCE OF CONSTRUCTION PROJECTS
(None Submitted)

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

Joyce Dalessandro	Amy Atun, Canyon Crest Academy
Barbara Groth	Jourdan Johnson, Torrey Pines High School
Beth Hergesheimer	Noel Kildiszew, La Costa Canyon High School
Amy Herman	Mary Liesegang, San Dieguito Academy
John Salazar	Madison McKinzie, Sunset High School

DISCUSSION / ACTION ITEMS (ITEMS 16 - 20)

- 16. ADOPTION OF RESOLUTION IN SUPPORT OF DRUG AWARENESS MONTH AND RED RIBBON WEEK, 2013
 - Motion by _____, second by _____, to renew and adopt the attached San Dieguito Union High School District Resolution for 2013, in support of Red Ribbon Week and Declaring October, 2013, as Drug Awareness Month.
 - Roll Call
- 17. ADOPTION OF RESOLUTION / COMMUNITY FACILITIES DISTRICT 95-2 / ANNEXATION NO. 20 / ANNEXATION OF PROPERTY / FIORE / A 26-UNIT SINGLE FAMILY SUBDIVISION IN ENCINITAS / LENNAR
 - Motion by _____, second by _____, to adopt the attached Resolution of Intention to Annex Territory to the San Dieguito Union High School District Community Facilities District No. 95-2, authorizing the Levy of a Special Tax and Calling for an Election.
 - Roll Call
- 18. ADOPTION OF 2013-14 DISTRICT GENERAL FUND BUDGET / FALL REVISION
 - Motion by _____, second by _____, to adopt the 2013-14 District General Fund Budget, Fall Revision, as shown in the attached supplements.
 - Roll Call
- 19. ADOPTION OF RESOLUTION / WRITTEN DETERMINATIONS AND FINDINGS / MIDDLE SCHOOL #5 / PACIFIC HIGHLANDS RANCH
 - Motion by _____, second by _____, to adopt the attached Resolution of the Board of Trustees of the San Dieguito Union High School District Adopting the Written Determinations and Findings for the New Middle School #5 Project.
 - Roll Call
- 20. APPROVAL OF EDUCATION SPECIFICATIONS / MIDDLE SCHOOL #5 / PACIFIC HIGHLANDS RANCH
 Motion by _____, second by _____, to approve the Education Specifications for Middle School #5 in Pacific Highlands Ranch, as shown in the attached supplement.

INFORMATION ITEMS..... (ITEMS 21 - 29)

- 21. SUPERINTENDENT EVALUATION TIMELINE, 2013-14
 This item is being presented for first read and will be resubmitted for board action on October 17, 2013.
- 22. BUSINESS SERVICES UPDATE..... ERIC DILL, ASSOCIATE SUPERINTENDENT
- 23. HUMAN RESOURCES UPDATE TORRIE NORTON, ASSOCIATE SUPERINTENDENT
- 24. EDUCATIONAL SERVICES UPDATE..... MIKE GROVE, ED.D., ASSOCIATE SUPERINTENDENT

25. PUBLIC COMMENTS

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

26. FUTURE AGENDA ITEMS

27. ADJOURNMENT TO CLOSED SESSION.....(AS REQUIRED)

A. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
(2 issues)

B. To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent, Deputy Superintendent, and Associate Superintendents
Employee Organizations: San Dieguito Faculty Association / California School Employees Association

28. REPORT FROM CLOSED SESSION (AS NECESSARY)

29. MEETING ADJOURNED

The next regularly scheduled Board Meeting will be held on [Thursday, October 17, 2013, at 6:30 PM](#) in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.

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

Superintendent
Rick Schmitt



MINUTES

Union High School District

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
STUDENT ACHIEVEMENT UPDATE
BOARD WORKSHOP**

**THURSDAY, SEPTEMBER 19, 2013
4:45 PM**

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

The Governing Board of the San Dieguito Union High School District held a Board Workshop on Thursday, September 19, 2013, at the above location, in the Board Room.

Attendance / Board:

Joyce Dalessandro
Barbara Groth
Beth Hergesheimer
Amy Herman
John Salazar

Attendance / District Management:

Rick Schmitt, Superintendent
Eric Dill, Associate Superintendent, Business Services
Michael Grove, Ed.D, Associate Superintendent, Educational Services
Torrie Norton, Associate Superintendent, Human Resources
Jason Vilorio, Executive Director, Educational Services
Guen Butler, Teacher on Special Assignment (TOSA)
Brian Shea, Teacher on Special Assignment (TOSA)
Becky Banning, Executive Assistant to the Superintendent / Recording Secretary

1. CALL TO ORDER

President Groth called the meeting to order at 4:45 PM

INFORMATION ITEMS

2. UPDATE, SDUHSD STUDENT ACHIEVEMENTMIKE GROVE, ASSOCIATE SUPERINTENDENT

Superintendent Schmitt gave opening comments, and introduced Dr. Grove and Dr. Viloría who provided an overview of student achievement on a variety of measures in the 2012-13 school year and discussed plans for improving student achievement and our transition to the Common Core State Standards during the 2013-14 school year. *TOSAs*, Guen Butler and Brian Shea gave demonstrations of various teaching / assessment concepts. See Attached Handouts`

3. ADJOURNMENT

The meeting was adjourned at 5:45 PM

Beth Hergesheimer, Board Clerk

Date

Rick Schmitt, Superintendent

Date

Board Workshop - Student Achievement

Thursday, Sept. 19, 2013

4:45 - 5:45 p.m. - Small Board Room

Intro--Jason Vilorio & Mike Grove:

- Intro's & Preview of Workshop
- Overview of Webb's Depth of Knowledge (DOK)

Literacy--Guen Butler:

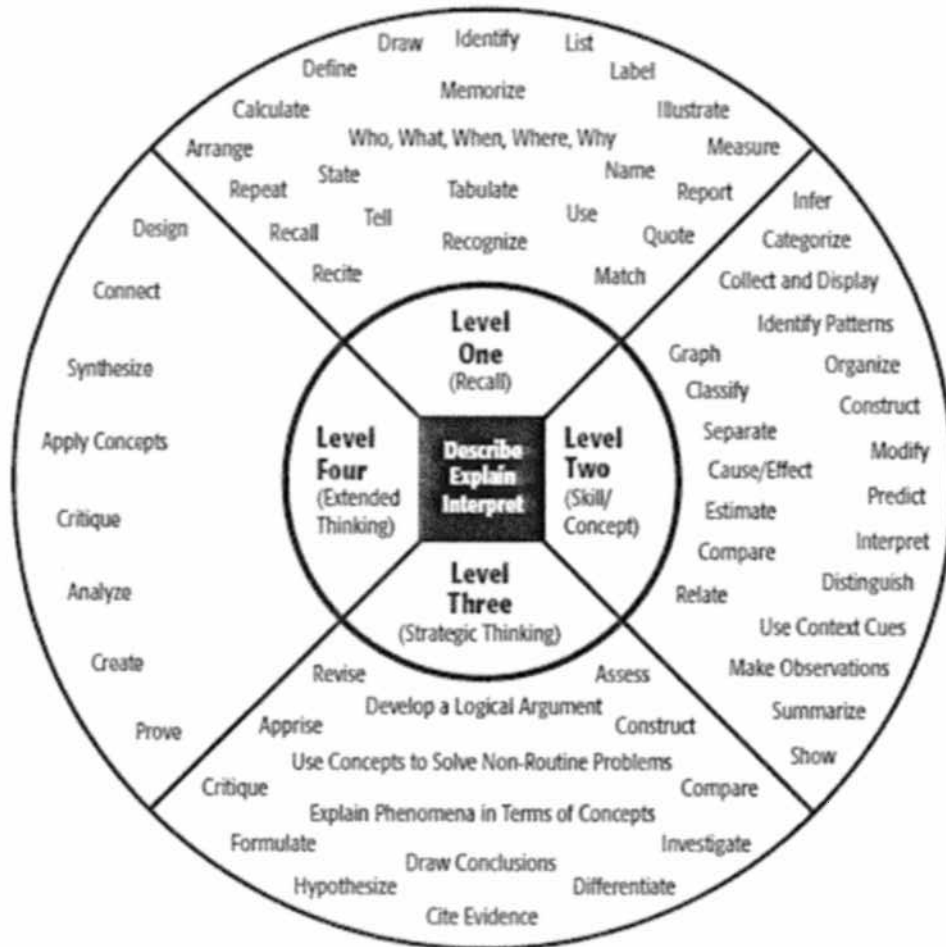
1. What do the DOK Levels look like in ELA/Literacy?
 - DOK in practice
2. MAPP ELA experience
 - MAPP ELA sample questions from a variety of grade levels
 - Performance task
3. Closure: Discuss--what does this mean for the classroom? How does teaching LOOK different?

Math--Brian Shay:

1. What do the DOK levels look like in math?
2. MAPP experience: both selected response & performance task
3. Closure - What are the implications of this shift for classroom instruction? Discuss.

Q & A (5 Min) - All

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2014. <<http://www.wisc.edu/wisc/ERW/index.cfm>>

DOK Levels Defined

DOK 1 (Recall)

DOK 1 includes the recall of information such as a fact, definition, term, or simple procedure, as well as performing a simple algorithm or applying a formula. Key words that signify Level 1 include “identify,” “recall,” “recognize,” “use,” “measure”. Verbs such as “describe” or “explain” could be classified at different levels depending on what is to be described or explained. DOK 1 can be difficult without requiring reasoning. At DOK 1, students find “the right answer,” and there is no debating the “correctness,” it is either right or wrong.

DOK 2 (Skill/Concept)

DOK Level 2 includes the engagement of some mental processing beyond a habitual response. A Level 2 assessment item requires students to make some decisions about how to approach a problem or activity, whereas DOK 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe) or perform a clearly defined series of steps. Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data” and “compare data.” These actions imply more than one step.

DOK 3 (Strategic thinking)

DOK 3 requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. In most instances, requiring students to explain their thinking is at DOK 3. Activities that require students to make conjectures are also at this level. The cognitive demands at DOK level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both DOK 1 and DOK 2, but because the task requires more demanding reasoning.

DOK 4 (Extended thinking)

DOK 4 requires complex reasoning planning developing and thinking, most likely over an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At DOK 4, the cognitive demands of the task should be high and the work should be very complex. Students should be required to make several connections— relate ideas within the content area or among content areas—and have to select one approach among many alternatives on how the situation should be solved, in order to be at this highest level.

From a presentation by Dr. Shannon Coulter, San Diego County Office of Education, “Getting Smarter About Common Core Assessment”, August 13, 2013.

Smarter Balanced Assessment Consortium (SBAC)

Sample Questions from the practice SBAC Assessment, now called
MAPP (Measure of Academic Performance & Progress)

English Language Arts (ELA)

995



Read the sentences from the text on the left. Then match the underlined word in each sentence to its closest definition on the right.

"I think she could generate enough power to light up a small city."

brilliant

produce

She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

keen

possible

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name.

original

fabulous

To receive the full-credit score of 1 point, the student must correctly match all three options. The correct responses are generate matched with "produce," uncanny matched with "keen," and potential matched with "possible."

946



Tammy wrote a narrative for a creative writing contest. Her teacher suggested she add a transition sentence to connect the paragraphs below. Read the paragraphs from the narrative and the directions that follow.

On the first day of middle school, Grace marched onto the school bus and slid into an empty seat. She wondered how many more times she would have to ride the bus without her best friend Alex. The noisy bus filled with laughter and the chirping sounds of chatter. The bus driver started the old, tired engine and, with a grumpy tone, told all the students to find a seat. Grace opened her book bag in search of her library book. Unable to locate the book, she sat back in her seat and tried to relax.

Her kindergarten teacher had a bright smile and sang songs to the class every morning. He made school exciting and Grace remembered enjoying every minute of her time in the bright, colorful classroom. She thought about meeting Alex the first day of kindergarten during lunch. They had the same lunch box and, after a brief introduction, they decided to swap sandwiches.

Select the sentence that **best** adds a transition between the two paragraphs.

- Ⓐ Grace began to daydream about her other teachers, friends, and favorite subjects.
- Ⓑ Grace felt a sense of relief as she thought about all the books she had read.
- Ⓒ Grace's mind began to focus on her lunch as her stomach grumbled loudly.
- Ⓓ Grace's thoughts slowly led her back to another, happier first day of school.

The correct response, option D, receives a score of 1 point.

LIFE in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll--a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

Certain bacteria also make their own food. So do most algae. Found just about everywhere on Earth--in lakes, streams, oceans, deserts, soil, boiling hot springs, snow, and ice--algae range from 200-foot-long kelp to tiny ocean plants called phytoplankton. Living things that make their own food are called producers. All others--including humans--are consumers. They need to eat other living things to survive.

Living Links

Food chains link producers and consumers together. When scientists talk about food chains, they're not talking about the E-Z Burger restaurant chain. They mean the paths along which energy and nutrients pass from one living thing to another in our "eat-or-be-eaten" world. Food chains everywhere--in grasslands and deserts, oceans and tropical rainforests--begin with the producers. They are the first link.

The consumers come next, starting with the plant eaters, or herbivores, the vegetarians of the animal kingdom. Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy

directly from producers. So do the shrimplike krill that dine on one-celled plants in the ocean.

Carnivores, who consume other animals, come next. These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain. But if its prey is a snake that ate a mouse that nibbled seeds, the snake becomes the third link, and the owl, the fourth.

Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain. That's why most chains are short--usually about two to five links--and why it takes a lot of producers at the bottom of a food chain to support a few supercarnivores at the top. It's also why life on Earth depends on a constant supply of sunlight.

Isle Royale: Predators, Prey, and Producers

On Isle Royale--a small, remote island in Lake Superior--wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven--lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada. Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more

moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

With fewer predators stalking the moose, more survive to old age. The moose population increases, and the cycle begins again.

"Life in the Food Chain" by Ellen R. Braaf from *Ask Magazine's* September 2008 issue, copyright © 2008 by Carus Publishing Company. Reprinted by permission.

834



This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the sentence that explains what might happen to the food chain if there were no sun.

- A) More producers would be needed to support the food chain.
- B) Carnivores in the food chain would have to find new things to eat.
- C) Some animals in the food chain would die while others would thrive.
- D) Almost all living things in the food chain would not get enough energy.

Part B

Now, click on the sentence from the text that supports your answer in part A.

- A) Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with the producers.
- B) Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers.
- C) When an owl eats a mouse that nibbled seeds, it tops a three-link chain.
- D) Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain.

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option D in part A and option A in part B.

836

This question has two parts. First, answer part A. Then, answer part B.

Read the sentence from the text and the directions that follow.

A similar boom-and-bust cycle occurs between predator and prey.

Part A

Click on the phrase that **best** matches the meaning of boom-and-bust in the sentence above.

- A) a measurement that rises and falls
- B) a cause that has two separate effects
- C) a competition between two organisms
- D) a relationship that benefits both groups

Part B

Click on an example of boom-and-bust from the text that matches your definition in part A.

- A) These predators get energy from plants indirectly.
- B) In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants.
- C) Scientists think a mated pair probably walked across an ice bridge between the island and Canada.
- D) With fewer moose dining on them, fir trees gradually recover.

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option A in part A and option D in part B.

1053



Suzanne has written a narrative story for her creative writing class about her favorite moment at school. Her teacher suggested she use narrative strategies such as dialogue to improve the story. Read the story and the directions that follow.

Most of the students filing into the auditorium were dreading the long assembly, but I was excitedly chomping on my fingernails. Our teacher, Mrs. Jones, stopped in the aisle to look back and scan her finger along our class row. After which, she put her closed fist to her lips, turned it like a key, and then threw it away over her shoulder. Weren't we too old for that gesture? Evidently, Mrs. Jones was serious; she waited until every student nodded a personal promise of silence.

As Mrs. Jones read the name of the fourth-grade winner in the illustrated short story category, I knew there had to be some mistake. Kristin squealed and ran up to the stage. I tried to clap, but my hands suddenly wouldn't work. I wanted to run out screaming, but I sulked quietly, biting my lip to keep from crying.

Then I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school, and my front cover was up on a screen at the back of the stage. When she finished, she called me to the stage and gave me a big hug. She had sent my story to a national contest. That was my favorite moment at school.

Which of the following examples provides the **strongest** option to strengthen the narrative strategies in the underlined text by inserting dialogue?

- Ⓐ I heard Mrs. Jones's clear voice reading my story aloud to the whole school. When I looked up, my front cover was projected on the screen at the back of the stage. "See what a wonderful writer Suzanne has become. Let's give her a big hand." I was so happy!
- Ⓑ I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school. When she finished, I ran onto the stage and gave her a big hug. "I am sending your story to a national contest." That was my favorite moment in school.
- Ⓒ Mrs. Jones's clear voice read my story aloud to the whole school. She even projected my front cover on the screen at the back of the stage. "Suzanne, come on up." Mrs. Jones hugged me and told me she had sent my book to a national contest. "Wow, Mrs. Jones, this is truly a surprising day!"
- Ⓓ Mrs. Jones's clear voice rang out: ". . .the princess took her rightful place on the throne beside the little man who saved her life." Those were my words, and that was my story. Why on earth was she not reading Kristin's? "Suzanne, come on up to the stage to take *your* rightful place as finalist in a national contest."

The correct response, option D, receives a score of 1 point.

1045



One sentence in the paragraph contains an error in grammar usage. Read the paragraph and the directions that follow.

Sheila and Desmond began their new jobs at a local bakery. After showing them around the store, the owner told them not to eat while working behind the counter. Sheila, with a cupcake frosted with vanilla icing, watched Desmond stuff his mouth. Just then, the owner came in, saw what had happened, and fired Desmond.

Type the incorrect sentence below, correcting the error in grammar usage.

A two-point response identifies the incorrect sentence and corrects the error in grammar usage.

Sample two-point response:

Sentence 3: Sheila watched Desmond stuff his mouth with a cupcake frosted with vanilla icing.

A one-point response identifies the incorrect sentence, but includes a partial or incorrect revision of the sentence.

Sample one-point response:

Sentence 3: With a cupcake frosted with vanilla icing, Sheila watched Desmond stuff his mouth.

A response that does not identify the incorrect sentence receives no credit.

Sample zero-point response:

Sentence 1: At the local bakery, they began their new jobs.

1054



Choose the sentence that does **not** contain any errors in grammar usage or punctuation.

- Ⓐ John chose to bring his own homemade, bagged lunch to school.
- Ⓑ Every Friday, the cafeteria serves pizza to students on paper plates.
- Ⓒ The pizza, with pepperoni and sausage, was the one I wanted for lunch.
- Ⓓ Topped with hot fudge sauce, John could not believe I ate the entire sundae.

The correct response, option A, receives a score of 1 point.

Much Ado About *Much Ado About Nothing*

It was the first day back at school after the holiday break. Our drama teacher, Mrs. Kent, handed out our next assignment: an in-depth study of a scene from one of Shakespeare's plays. I was so excited to see that I had been assigned a scene from *Much Ado About Nothing*. Finally, here was my long-awaited opportunity to act out a comedy scene from Shakespeare! My joy was short-lived, however, because moments later I saw Luke shuffling my way with that mocking grin on his face that I find so infuriating. Of course Mrs. Kent had assigned Luke to be my partner! Even worse, we were to play Beatrice and Benedick, two of Shakespeare's most famous lovers. Where was Macbeth's dagger when you needed it?

Our partnership started out just as I thought it would. As soon as we sat down to look at the scene, Luke was pompously proclaiming himself an expert.

"Beatrice and Benedick are obviously in love here at the beginning of the play. Anyone with a brain could see that, Kate," he said.

"I have brain enough for both of us, Luke, which is good, since you seem to be in need. Beatrice and Benedick only fall in love because they're tricked into it. They would never have fallen in love otherwise—that much is obvious to anyone with a pulse."

"Oh really? I'll speak slowly so you can understand," Luke said. "In Beatrice's very first line in the play, she asks about Benedick. Why else would she do that? Clearly she's infatuated with him."

"Luke, your interpretation is as interesting as it is correct—which is not at all," I said. "Notice, please, that Beatrice is mocking Benedick in that line, and she continues to do so for the rest of the scene."

"It's because she loves him! Don't you remember that line from *Hamlet*? 'The lady doth protest too much, methinks.' In so many of Shakespeare's plays, when people are trying to conceal their feelings, they emphatically say the opposite. Beatrice and Benedick insult each other because they *like* each other. Any fool can see that!"

"Well, I guess that explains why *you* can see it."

We were getting nowhere. Luke got up to sharpen his pencil (and to complain about me to his friends, no doubt), and I took the opportunity to review my notes from Mrs. Kent's lecture about the play. *Much Ado About Nothing* is a comedy set in Italy a long time ago. At the beginning of the play, Benedick is just returning from a battle when he is reunited with Beatrice. They apparently have this long-running but friendly feud between them, but nobody in the play says why. All they ever do is insult each other, as wittily as possible—they engage in a “merry war betwixt” them, in Shakespeare's words. Their friends devise a plan to trick Beatrice and Benedick into falling in love with each other. Benedick's friends arrange for him to overhear a conversation in which they say how much Beatrice is secretly in love with him. Beatrice's friends pull the same trick on her. The scheme works and the two fall in love and get married, riding off into the sunset and living happily ever after.

Luke sauntered back, so I tried to restart the conversation in a more constructive direction. “In the party scene, Benedick is wearing a mask so Beatrice doesn't know who he is,” I explained. “Even so, Beatrice calls Benedick ‘the prince's jester: a very dull fool.’ It seems painfully obvious to me that she does not love him.”

“She's just messing with his mind, Kate! Beatrice knows it's Benedick behind the mask, so she's having a little fun—because she loves him! Isn't that what women do to the men they like?”

“Nowhere in the text does it say that, and you obviously know nothing about women.”

“Not everything is written on the page, Kate. Some things are written between the lines.”

“This is Shakespeare we're talking about here! The greatest writer in, like, ever! If he had meant for us to read between the lines, he would have written between the lines.”

“That's just silly. He wrote for real live actors, not for robots. Actors interpret the playwright's words and make them their own. That's why a character can be completely different depending on the actor who's playing it.”

"Well, Luke, I happen to trust Shakespeare's words—the ones he actually wrote. I think that if he had wanted us to imagine that Beatrice and Benedick are in love at the beginning of the play, he would have had someone say it."

"Aha! Right here in the play, the prince, Don John, says that Beatrice would make 'an excellent wife for Benedick.' That's someone saying they're in love, don't you think?"

"But in the very next line, the governor, Leonato, says, 'If they were but a week married, they would talk themselves mad.' That's someone saying they're not in love, don't you think?"

It was no use; we needed to appeal to a higher authority: Mrs. Kent. She has been teaching theater for over fifty years, and has directed every Shakespeare play, many more than once. If anyone knew how we should play this scene, it was she.

We met with Mrs. Kent in her office. She sat listening quietly as Luke and I pled our cases. We argued as though we were before the Supreme Court, waving our copies of the play, highlighting the lines that supported our interpretations. Finally, we both sat back breathlessly in our chairs, our respective cases closed, and awaited the judge's decision.

Mrs. Kent peered at us with a crinkled grin on her face. "Why can't you both be right? Maybe they're in love with each other at the beginning of the play and they just don't know it. Maybe they need their friends' tricks in order to fully realize their love for one another. We all have thoughts and feelings that we're not entirely conscious of, don't you think?"

Luke and I sheepishly thanked Mrs. Kent and left her office. She was right—we could play our characters with our own interpretations of their feelings, and it would work out just fine.

I was almost ready to forgive Luke, but then he made this suggestion: "Let's practice the scene where Beatrice pretends that she wants Benedick to kill Claudio."

"Pretends?!"

874



Read this excerpt from the text that includes a quotation by William Shakespeare. Then, answer the question that follows.

... they engage in a "merry war betwixt" them, in Shakespeare's words.

What is the effect of the underlined figure of speech in the text?

- Ⓐ It mirrors the exaggeration of the claims made by Luke and Kate as they argue about the play.
- Ⓑ It creates irony because Beatrice and Benedick and Luke and Kate accept each other's feelings.
- Ⓒ It provides a summary of the relationship between Beatrice and Benedick as well as Luke and Kate.
- Ⓓ It makes the bitter anger between Beatrice and Benedick seem less harsh, just as Luke is trying to do.

The correct response, option C, receives a score of 1 point.

880



Explain how the structure of this text creates a parallel with the script of a play. Support your answer using at least **two** details from the text.

Type your answer in the space provided.

A two-point response includes at least two details from the text that support the student's explanation of how the structure of the text creates a parallel with the script of a play. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

Although this is a narrated story, not drama, the bulk of the text is presented as a conversation. The first section of dialogue has very brief lines with very few dialogue tags ("he said"). But in the second section, even these drop out, so that from "She's just messing with his mind" to "don't you think?," the text is very much like an excerpt from a play, the only differences being that this story has quotation marks and no identification of who is speaking.

A one-point response includes one detail from the text that supports the student's explanation of how the structure of the text creates a parallel with the script of a play.

Sample one-point response:

Even though this is a story, not a drama, there is a great deal of dialogue, like the parts where Luke and Kate argue about whether Beatrice and Benedick are in love or not.

A response that does not provide any detail from the text that supports the student's explanation of how the structure of the text creates a parallel with the script of a play receives no credit.

Sample zero-point response:

It's harder to read some of this dialogue than a play because it doesn't tell who is speaking.

882



Click on the sentences from the text that apply not only to Benedick and Beatrice in Shakespeare's play, but also to Luke and Kate.

- A) We were getting nowhere.
- B) Luke got up to sharpen his pencil (and to complain about me to his friends, no doubt), and I took the opportunity to review my notes from Mrs. Kent's lecture about the play.
- C) *Much Ado About Nothing* is a comedy set in Italy a long time ago.
- D) At the beginning of the play, Benedick is just returning from a battle when he is reunited with Beatrice.
- E) They apparently have this long-running but friendly feud between them, but nobody in the play says why.
- F) All they ever do is insult each other, as wittily as possible—they engage in a "merry war betwixt" them, in Shakespeare's words.
- G) Their friends devise a plan to trick Beatrice and Benedick into falling in love with each other.
- H) Benedick's friends arrange for him to overhear a conversation in which they say how much Beatrice is secretly in love with him.
- I) Beatrice's friends pull the same trick on her.
- J) The scheme works and the two fall in love and get married, riding off into the sunset and living happily ever after.

To receive the full-credit score of 1 point, the student must choose both correct responses. The correct responses are options E and F.



Grade 11 Performance Task

Nuclear Power: Friend or Foe?

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 120 minutes for performance task = 140 total minutes)

Classroom Activity (20 minutes)

Using visual stimuli (chart and photo), the teacher invites students to share prior knowledge of nuclear power. By way of class discussion, and in order to contextualize the examination of stimuli in Part 1, students are reminded of two basic understandings about nuclear power: 1) that it is one among several ways that societies produce electricity and 2) that its use is controversial.

Part 1 (50 minutes)

Students examine and take notes on the stimuli, a series of Internet sources that present both sides of the nuclear debate. Constructed-response questions call upon the students to summarize and evaluate the presented sources.

Part 2 (70 minutes)

Students refer to their notes as needed to compose a full-length argumentative report. Students are allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions are involved.

Scorable Products

Student responses to the constructed-response research questions at the end of Part 1 and the report completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.



Grade 11 Performance Task

Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking. Ideally, the teacher has access to a projector and PowerPoint-like software for presenting images in the introductory Classroom Activity, but these images can also be distributed as handouts.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

- Present on a projector (or distribute a handout of) the pie chart on the production of electricity in the U.S. (see attached).
- After giving students a moment to look at the chart, ask, "What do you think this chart is telling us? What would you guess that its title or caption is?"
- After taking a few responses, affirm or state that the chart provides data on where electricity comes from in the United States.
- Invite students to briefly define the various kinds of energy sources that appear on the chart: hydroelectric, renewables, nuclear, etc.
- Ask, "Which of the sources accounts for just over 19% of America's electricity?"
- After a student has identified nuclear power, ask, "What do you know about nuclear power? How does it produce electricity?"
- While students share what they know about the technology of nuclear power, show them the photograph of the functioning nuclear power plant, the Susquehanna Steam Electric Station in Pennsylvania (see attached). (Explain that the white emissions are steam.)
- If students do not know anything about nuclear power technology, tell them that it comes from a device (a nuclear reactor) that creates a chain reaction that breaks up the nucleus of an atom so that it produces energy. Usually heat from this process is used to generate electricity.
- Say to the students, "In the performance task that you are going to participate in today, you will learn more about nuclear power and the debate over its pros and cons. Eventually, you will need to take a position on whether we should encourage or discourage the use of nuclear power, and you will defend your point of view in an argumentative report. It is important to know that, as the pie chart indicates, nuclear power is one way that our country currently gets its electricity. Some people support it and think it might even be a bigger piece of the pie. Others oppose it and would like to see it disappear from the pie chart altogether."



Grade 11 Performance Task

Teacher Directions for Parts 1 and 2

Part 1 (50 minutes)

Students should receive the sources, directions, questions, report assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the report assignment in Part 2.

1. Initiate the online testing session.
2. Pass out the note-taking guide, reminding the students that its use is optional and unscored.
3. Alert the students when there are 25 minutes remaining in Part 1.
4. Alert the students when there are 5 minutes remaining in Part 1.
5. Have students write their names on any notes. Collect all student notes.
6. Close the testing session.

Stretch Break

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the report.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their reports.
6. Close the testing session.

Student Directions for Parts 1 and 2

Part 1 (50 minutes)

Your task

You will conduct some research on the pros and cons of nuclear power and then write a report arguing your opinion on the use of nuclear power for generating electricity.

Steps to follow

In order to plan and compose your report, you will do all of the following:

1. Review and evaluate the results of an Internet search on the pros and cons of your topic.
2. Make notes about the information from the sources.



Grade 11 Performance Task

3. Answer two questions about the sources.

Directions for beginning

You are chief-of-staff for your local congresswoman in the U.S. House of Representatives. She has called you into her office to outline an urgent project.

“I have received advance notice,” she says as you sit down, “that a power company is proposing to build a nuclear plant in the southeastern corner of our state. The plan will be announced to the public tomorrow morning, and citizens and journalists will want to know what my position is on this controversial issue. To be honest, I am not sure how I feel about it. We currently don’t have any nuclear power plants in this state, so I haven’t taken time to consider the issue deeply.”

“I need you,” she continues, “to conduct a brief survey of the pros and cons of nuclear power. Summarize what you have learned and report back to me this afternoon.”

Back in your office, you enter “nuclear power pros and cons” into a Google search engine, and it returns what looks like a promising mix of articles, videos, and data charts. You must review and evaluate these sources and summarize their arguments—both pro and con—before reporting back to the congresswoman.

You have been provided with and are encouraged to use a note-taking guide that will help you gather and process your findings.

Research Questions

After you have reviewed the research sources, answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed, which should help you write your report. Answer the questions in the spaces provided below each question.

1. From the sources you have reviewed, summarize 3 major arguments that support, and 3 major arguments that oppose, the use of nuclear power for generating electricity. For each of the arguments, cite at least one source that supports this fact or point of view.

Argument / Fact in Favor of Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	
Argument / Fact in Opposition to Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	

2. Evaluate the credibility of the arguments and evidence presented by these sources. Which of the sources are more trustworthy and why? Which of the sources warrant some skepticism because of bias



Grade 11 Performance Task

or insufficient evidence?

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your report. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your report will be scored; then begin your work.

Your Assignment

Back in the congresswoman's office, you start to hand her your notes on the pros and cons of nuclear energy, but she waves away your papers.

"Some emergency meetings have come up and I don't have time to review your research notes," she says. "Instead, go ahead and make a recommendation for our position on this nuclear power plant. **Should we support the building of this nuclear plant in our state, or should we oppose the power company's plan?** Be sure that your recommendation acknowledges both sides of the issue so that people know that we have considered the issue carefully. I'll review your report tonight and use it for the press conference tomorrow morning."

Write an argumentative report that recommends the position that your congresswoman should take on the plan to build a nuclear power plant in your state. Support your claim with evidence from the Internet sources you have read and viewed. You do not need to use all the sources, only the ones that most effectively and credibly support your position and your consideration of the opposing point of view.

Report Scoring

Your report will be scored on the following criteria:

1. **Statement of purpose / focus and organization:** How well did you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the report?
2. **Elaboration of evidence:** How well did you elaborate your arguments and discussion of counterarguments, citing evidence from your sources? How well did you effectively express ideas using precise language and vocabulary that were appropriate for the audience and purpose of your report?
3. **Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your report. Manage your time carefully so that you can:

- plan your report
- write your report
- revise and edit for a final draft



Grade 11 Performance Task

Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.



Grade 11 Performance Task

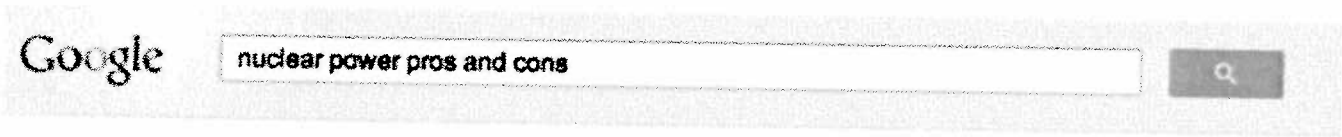
Note-Taking Guide

Research Source	Published by . . .	Arguments for Nuclear Power	Arguments against Nuclear Power	How reliable is the evidence from this source?



Grade 11 Performance Task

Source Information:



Search About 606,000 results (0.18 seconds)

Nuclear power - Wikipedia, the free encyclopedia

en.wikipedia.org/wiki/Nuclear_power

Nuclear power is the use of sustained nuclear fission to generate heat and electricity.

Nuclear power plants provide about 6% of the world's energy and 13- 14% ...

James Hansen on Nuclear Energy - YouTube



www.youtube.com/watch?v=alrxqx_B34s

Nov 16, 2010 - 1 min - Uploaded by Newsweek Magazine

"NASA's premier climate change expert believes that next-generation, safe **nuclear** power is an option which we need to develop. And it is being ..."

LETTER TO THE EDITOR: Against plans for nuclear power plant

ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant

Mar 17, 2012 - I would like to comment on Mid-American Energy's intent to build a **nuclear power** plant in Iowa. We already have one **nuclear** plant in Palo, ...

Look inside Fukushima's meltdown zone a year later - YouTube

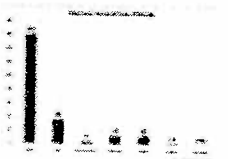


www.youtube.com/watch?v=-6oQAYunXqk

Feb 28, 2012 - 3 min - Uploaded by CNN

CNN's Kyung Lah reports from the meltdown zone. ... Look inside Fukushima's meltdown ...

The Truth About Nuclear Power - Reason.com



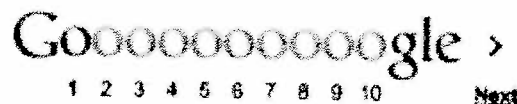
reason.com/archives/2011/03/25/the-truth-about-nuclear-power

The chart here uses data compiled from various sources to compare the deaths per unit of energy produced. Deaths resulting from the production of nuclear power are over 4000 times less than the rate of death resulting from the production of energy from coal....

LETTER TO THE EDITOR: Nuclear a cost-effective energy source ...

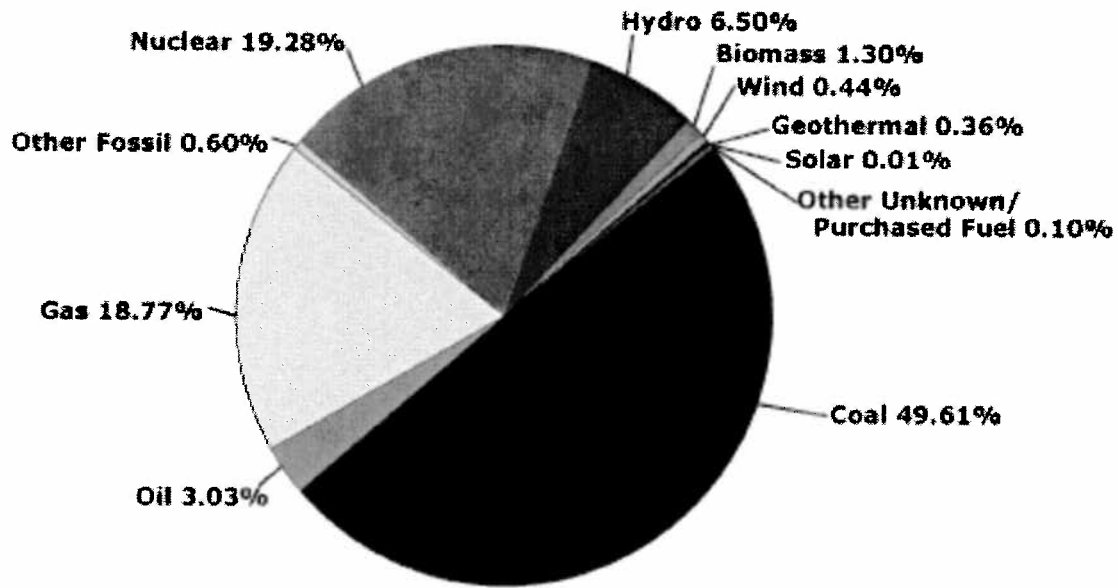
www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...

Jan 3, 2012 - The truly rational view of Mario Salazar on **nuclear power** should be a lesson on dispassionately ... The Washington Times ... LETTER TO THE EDITOR: Nuclear a cost-effective energy source ... to the real alternatives of burning gas, oil and coal, and much more reliably than alternatives like wind and solar.





Grade 11 Performance Task



Source: U.S. EPA, eGRID, year 2005 data.





"Answer Key"

Grade 11 Performance Task

Task Specifications:

Title:	Nuclear Power: Friend or Foe?
Grade:	10/11
Claim(s):	2: Students can produce effective and well-grounded writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Primary Target(s):	These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience. 8: LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. Claim 4 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. 3: EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources. 4: USE EVIDENCE: Cite evidence to support arguments or conjectures.
CCSS/Standard(s):	W-1a-e, W-4-9, L-1-3, L-6, RI-7, RLiteracy-7, WLiteracy-8-9
DOK:	4
Difficulty:	Medium
Score Points:	Up to 10
Task Source:	SBAC / Stanford Center for Assessment, Learning, & Equity (SCALE)
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.
Grade Level of Stimuli:	9-10



Grade 11 Performance Task

Stimuli:	Authentic Internet sources pre-selected and presented to the students as the top hits of a simulated Google search. Should present a range of media that includes text, video, and data charts. Collectively, the sources must provide an overview of the topic and present both sides of the controversy. Sources must also vary in terms of their credibility and reliance on evidence. See attached PDF for a draft of an example. Links are functioning and open actual Internet sources that could be used for this task.
How this task contributes to sufficient evidence for the claims:	In order to complete the performance task, students 1. Evaluate and select information from a series of sources 2. Write an argumentative report effectively demonstrating <ul style="list-style-type: none"> • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Task Notes:	This task attempts to address the challenge of assessing real-life research skills within the constraints of a standardized, on-demand test. The use of a simulated Internet search result pointing to authentic Internet sources allows the task designer to recreate the challenges posed by research in the real world: namely, most of it is now done on the Internet, which requires vigilance and skill in evaluating the reliability of what you find there. In this way, students are asked not simply to synthesize the stimuli, but to evaluate the credibility and reliability of the stimuli before synthesizing a subset of the presented sources.



Grade 11 Performance Task

Scoring Information for questions:

1. Claim 4, Target 4

2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 3

2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.



Grade 11 Performance Task

Rubric and scoring information for full-write:

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Statement of Purpose/Focus and Organization	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and mostly maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the claim but is insufficiently sustained, or claim on the issue may be somewhat unclear and/or unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies and/or little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas 	<p>The response may be related to the purpose but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift claim may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>



Grade 11 Performance Task

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • use of evidence from sources is integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> • some evidence from sources is included, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, incorrect, or irrelevant <p>The response’s expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>



Grade 11 Performance Task

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)			
Score	2	1	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured adequate use of punctuation, capitalization, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling 	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

MAPP (SBAC) Mathematics Selected Response Examples

573



Drag numbers into each section of the area model to complete it.

The first one is done for you.

Then drag the product to complete the equation.

	20	6
30	600	
2		

$26 \times 32 = \square$

8
12
40
50
180
712
802
832

632



An artist is using red, blue, and green tiles to create a mosaic.

- The ratio of red tiles to total tiles should be 2:5.
- For every 2 blue tiles, there should be 1 green tile.

Drag tiles into the space to create a set of tiles the artist could use.

R

B

G

Set of Tiles

Six friends are going to buy pizza. Their choices are to buy 2 medium 10-inch diameter pizzas for \$7.00 each, or 1 large 14-inch diameter pizza for \$15.00. Both prices include tax and tip.

The friends agree that their best choice is the one that gives them the most pizza for their money.

764



Which is the best choice? Explain your answer.

MAPP (SBAC) Mathematics Selected Response Examples KEY

Grade 4

Page | 10

573



Drag numbers into each section of the area model to complete it.
The first one is done for you.
Then drag the product to complete the equation.

	20	6
30	600	
2		

$26 \times 32 = \square$

8
12
40
50
180
712
802
832


For this item, a full-credit response (1 point) includes:

- the correct table as shown below

	20	6
30	600	180
2	40	12

OR

- the value 832

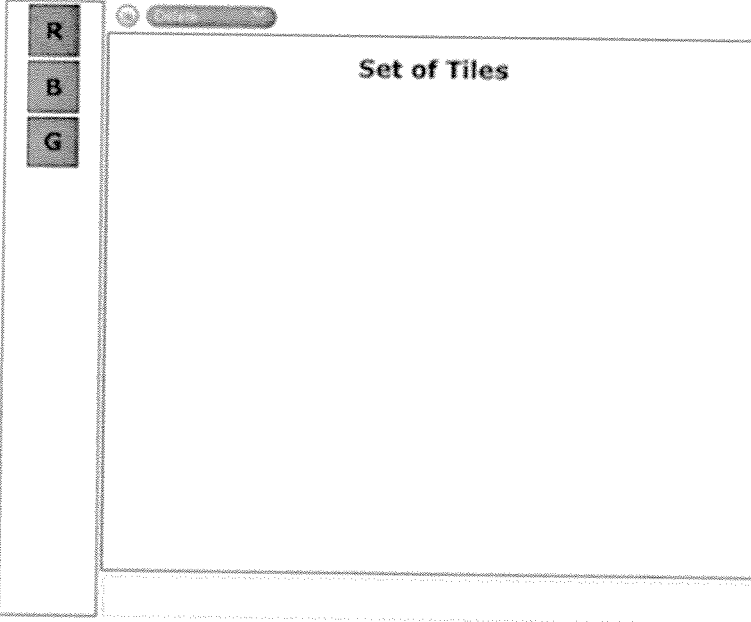
632 

An artist is using red, blue, and green tiles to create a mosaic.

- The ratio of red tiles to total tiles should be 2:5.
- For every 2 blue tiles, there should be 1 green tile.

Drag tiles into the space to create a set of tiles the artist could use.

Set of Tiles



For this item, a full-credit response (2 points) includes:

- $\frac{2}{5}$ of the total tiles being red
AND
- $\frac{2}{5}$ of the total tiles being blue
AND
- $\frac{1}{5}$ of the total tiles being green

For partial credit (1 point), a student creates a set that satisfies

- the first condition
OR
- the last two conditions

Six friends are going to buy pizza. Their choices are to buy 2 medium 10-inch diameter pizzas for \$7.00 each, or 1 large 14-inch diameter pizza for \$15.00. Both prices include tax and tip.

The friends agree that their best choice is the one that gives them the most pizza for their money.

764



Which is the best choice? Explain your answer.

For this item, a full-credit response (2 points) includes:

- choosing 2 medium pizzas and providing an explanation as to why

For example,

- "The area/ amount of the two choices of pizza is about the same, but the large pizza costs more than the 2 medium ones."
OR
- "The area/amount of the two choices of pizza is about the same, but the 2 medium pizzas are less expensive."

For this item, a partial credit response (1 point) includes:

- 2 medium pizzas with irrelevant, flawed, or missing explanation
OR
- 1 large pizza, but uses a correct process with minor mathematical error for 1 point each

For example,

- "2 medium pizzas because 2 is better than 1"
OR
- "1 large pizza because the area is greater than 2 medium pizzas"

For this item, an incorrect response (0 points) includes:

- 1 large pizza and an irrelevant or missing explanation

For example,

- "1 large pizza"

This item is not graded for spelling or grammar



Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 5 Performance Task

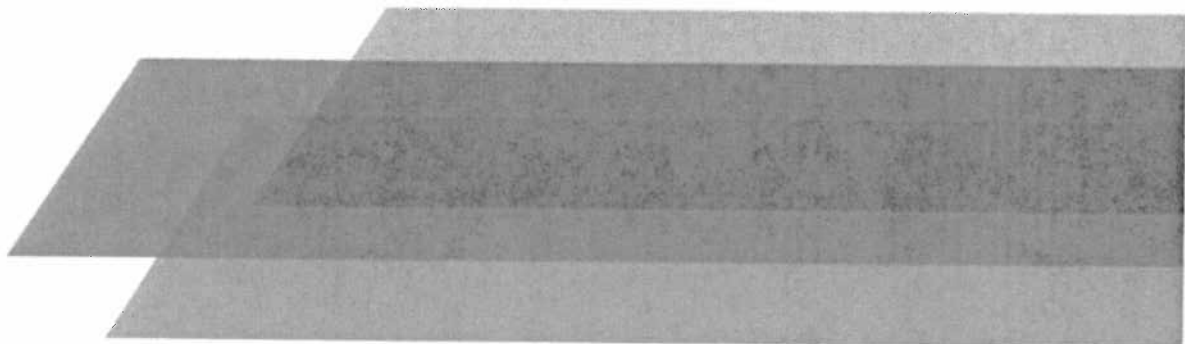
Published August 26, 2013

Prepared by the American Institutes for Research®



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COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

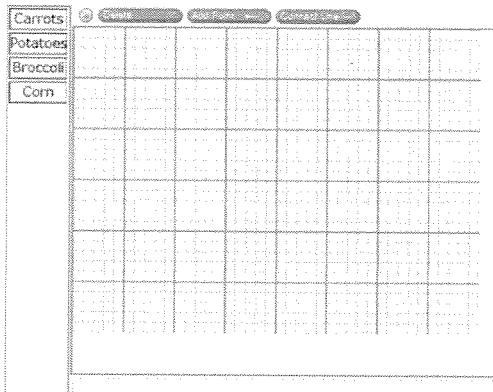
- **1/4 of the garden will be planted with carrots.**
- **1/6 of the garden will be planted with potatoes.**
- **1/8 of the garden will be planted with broccoli.**
- **1/12 of the garden will be planted with corn.**

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

1.

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



For this item, a full-credit response (1 point) includes

- carrots: 10 x 30 rectangle; potatoes: 5 x 40 rectangle; broccoli: 5 x 30 rectangle; corn: 4 x 25 rectangle
OR
- any four areas that are correct.

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

2.

Think about the class plan for the garden plot. What fraction of the garden plot will be left over after the class plants their vegetables?

←	→	↶	↷	✖					
1	2	3	+	-	×	÷			
4	5	6	<	≤	=	≥	>		
7	8	9	$\frac{\square}{\square}$						
0	.								

For this item, a full-credit response (1 point) includes

- $\frac{3}{8}$
OR
- any equivalent fraction.

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

3.

Your class has decided to plant potatoes in the unused portion of the garden plot.

Part A

What total fraction of the class garden will be planted with potatoes?
Remember that $\frac{1}{6}$ of the garden is already planned for potatoes.

Enter your response in the first response box.

Part B

How many total square feet of the class garden plot will be planted with potatoes?

Enter your response in the second response box.

For this item, a full-credit response (2 points) includes

- $\frac{13}{24}$
AND
- 650.

For this item, a partial-credit response (1 point) includes

- $\frac{13}{24}$
OR
- 650 or total square feet consistent with an error in Part A

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

4.

Using the new plan with more potatoes, write an equation to show that the **total area** of the class's garden is used to grow vegetables. Make sure the equation shows that the sum of the areas, in square feet, of each section equals the total area of the class's garden.

- Carrots
- Potatoes
- Broccoli
- Corn

← → ↶ ↷ ✖

1	2	3	+	-	×	÷	
4	5	6	<	≤	=	≥	>
7	8	9	$\frac{\square}{\square}$	\square^\square	()		
0	.						

For this item, a full-credit response (2 points) includes

- writing the correct sum: $300 + 650 + 150 + 100$
AND
- writing the correct sum as an equation.

For example,

- $300 + 650 + 150 + 100 = 1200$

Continued on next page

For this item, a partial-credit response (1 point) includes

- writing the correct sum without using an equation
OR
- writing an incorrect sum, but using an equation.

For example,

- $300 + 650 + 150 + 100$
OR
- $200 + 300 + 600 = 1100$

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. **Students build proofs by induction and proofs by contradiction. CA 3.1** (for higher mathematics only).

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful,

recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem,

mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

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

Superintendent
Rick Schmitt



Union High School District

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

SEPTEMBER 19, 2013

THURSDAY, SEPTEMBER 19, 2013
6:30 PM

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

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

- 1. CALL TO ORDER; PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS 6:00 PM
President Groth called the meeting to order at 6:00 PM to receive public comments on Closed Session agenda items. No public comments were presented.
- 2. **CLOSED SESSION 6:01 PM**
The Board convened to Closed Session at 6:01 PM to discuss the following:
 - A. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
(2 issues)
 - B. To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent, Deputy Superintendent, and Associate Superintendents
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
 - C. To conference with legal counsel to discuss current and/or potential litigation, pursuant to Government Codes sections 54956.9(b)(3)(A), (D), and (E) (1 issue): FINRA-DR Arbitration No. 12-00466, San Dieguito Public Facilities Authority v Morgan Stanley & Co., Inc.

OPEN SESSION / ATTENDANCE

BOARD OF TRUSTEES AND STUDENT BOARD REPRESENTATIVES

Joyce Dalessandro	Amy Atun, Canyon Crest Academy
Barbara Groth	Jourdan Johnson, Torrey Pines High School
Beth Hergesheimer	Noel Kildiszew, La Costa Canyon High School
Amy Herman	Mary Hope Liesegang, San Dieguito Academy
John Salazar	Madison MacKenzie, Sunset High School

DISTRICT ADMINISTRATORS / STAFF

Rick Schmitt, Superintendent
Eric Dill, Associate Superintendent, Business Services
Michael Grove, Ed.D., Associate Superintendent / Educational Services
Torrie Norton, Associate Superintendent, Human Resources
John Addleman, Director, Planning and Financial Management
Becky Banning, Executive Assistant to the Superintendent / Recording Secretary

- 3. RECONVENE REGULAR MEETING / CALL TO ORDER (ITEM 3)
The regular meeting of the Board of Trustees was called to order at 6:32 PM by President Barbara Groth.

ITEM 6

- 4. PLEDGE OF ALLEGIANCE (ITEM 4)
President Groth led the Pledge of Allegiance.
- 5. REPORT OUT OF CLOSED SESSION (ITEM 5)
The Board met in closed session; there was no action taken.
- 6. APPROVAL OF MINUTES OF SEPTEMBER 5, 2013; BOARD WORKSHOP AND, REGULAR BOARD MEETING
It was moved by Ms. Amy Herman, seconded by Ms. Beth Hergesheimer, to approve Minutes of September 5th, as presented. Motion unanimously carried.

NON-ACTION ITEMS (ITEMS 7 - 10)

- 7. STUDENT UPDATES..... STUDENT BOARD REPRESENTATIVES
Students gave updates on events and highlights at their schools.
- 8. BOARD REPORTS AND UPDATES BOARD OF TRUSTEES
All trustees attended the Student Achievement Board Workshop held prior to this meeting.
Ms. Joyce Dalessandro, Ms. Beth Hergeshiemer, Ms. Barbara Groth, and Ms. Amy Herman attended Back to School Nights at La Costa Canyon High, Earl Warren Middle School, San Dieguito Academy, Canyon Crest Academy, and Oak Crest Middle School.
Ms. Barbara Groth attended a San Diego County School Boards Association meeting; a Local Control Funding Formula meeting at San Diego County Office; a California Interscholastic Federation Symposium; and announced the Honoring Our Own Recognition Event scheduled for May 2nd.
Ms. Beth Hergesheimer – Participated in the California School Boards Association Back to School Webinar.
Mr. John Salazar had nothing further to report.
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES..... RICK SCHMITT, SUPERINTENDENT
Superintendent Schmitt joined the Board at all Back To School Nights mentioned earlier; attended the CIF Symposium with Board President Barbara Groth and Director Rick Ayala. Superintendent; gave an update on a recent Regional Achievement Summit, where area Superintendents and Curriculum and Instruction Administrators from each feeder district met to discuss goals in anticipation of Common Core State Standards. The meeting was facilitated by Dr. Mike Grove and Dr. Jason Vilorio. There was very positive feedback as well as significant progress.
- 10. DEPARTMENT / SITE UPDATES (NONE SCHEDULED)

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

It was moved by Ms. Beth Hergesheimer, seconded by Ms. Joyce Dalessandro, that all consent Items 11 through 15, be approved as listed below. Motion unanimously carried.

11. SUPERINTENDENT

- A. GIFTS AND DONATIONS
Acceptance of Gifts and Donations as presented.
- B. FIELD TRIP REQUESTS
Approval of Field Trip Requests as presented.

12. HUMAN RESOURCES

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

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

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Scripps Health to provide internship opportunities for San Dieguito Union High School District students, during the period January 1, 2014 through December 31, 2016, at no cost to the district.
2. TeamMates Mentoring Program, a Nebraska nonprofit corporation (TMP), TeamMates of San Diego North Coast, a California nonprofit corporation and authorized chapter of TMP, to provide the TeamMates Mentoring Program for San Dieguito Union High School District students, during the period September 20, 2013 until terminated by either party in writing, at no cost to the district.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

14. PUPIL SERVICES / SPECIAL EDUCATION

SPECIAL EDUCATION

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

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

1. Dependable Nursing, LLC (ICA), to provide a credentialed school nurse on an as needed basis, during the period August 23, 2013 through June 30, 2014, at the rate \$65.00 per hour, to be expended from the General Fund 03-00.
2. EBS Healthcare, Inc. (ICA), to provide a speech language pathologist on an as needed basis, during the period September 3, 2013 through June 30, 2014, at the rate of \$67.63 per hour for regular hours worked plus travel reimbursement if asked to travel to multiple school sites and time and one half for any holiday or overtime hours worked, to be expended from the General Fund/Restricted 06-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be funded by the General Fund 06-00/Special Education, and authorize the Director of Special Education to execute the agreements:

1. Student ID No. 2069067475, for psychological services of 60 minutes per week provided by Lori L. Riddle-Walkder, MFT, during the period July 1, 2013 through June 30, 2014.

PUPIL SERVICES

D. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

15. BUSINESS / PROPOSITION AA

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. City of San Diego Parks & Recreation Department, Carmel Valley Recreation Center, for lease of facilities for Carmel Valley Middle School off-campus PE classes, during the period September 10, 2013 through December 19, 2013, for an amount not to exceed \$976.50, to be expended from the General Fund 03-00.
2. Safety Kleen Systems, Inc., to provide solvent tank services at Torrey Pines High School's auto shop, during the period September 9, 2013 until terminated by either party with 30 day written notice, for an amount not to exceed \$1,200.00 per year, to be expended from the General Fund 03-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Rancho Santa Fe Security Systems, Inc., amending the district wide alarm system monitoring & maintenance agreement to include systems added to the San Dieguito Academy Performing Arts Center and La Costa Canyon High School, increasing the annual not to exceed amount for existing systems to \$18,399.24, to be expended from the General Fund 03-00.

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. APPROVAL OF CHANGE ORDERS

(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

F. ADOPTION OF RESOLUTION DELEGATING AUTHORITY IN REGARD TO THE SALE AND DISPOSAL OF SURPLUS PERSONAL PROPERTY

Adopt the attached resolution authorizing delegation of authority in regard to the sale and disposal of surplus personal property.

G. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Membership Listing

PROPOSITION AA

H. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Dudek, to provide District wide Storm Water Pollution Prevention Plan Services, during the period September 20, 2013 through September 19, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
2. Nolte Associates, Inc., to provide District wide Storm Water Pollution Prevention Plan Services, during the period September 20, 2013 through September 19, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
3. Twining, Inc., to provide District wide Storm Water Pollution Prevention Plan Services, during the period September 20, 2013 through September 19, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.

4. David Beckwith & Associates, Inc., to provide District wide Storm Water Pollution Prevention Plan Services, during the period September 20, 2013 through September 19, 2014, in an amount not to exceed \$100,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.
5. Geocon Inc., to provide Geotechnical Investigation for Retaining Wall at Canyon Crest Academy, during the period September 20, 2013 through March 20, 2014, in the amount of \$8,500.00, to be expended from Building Fund-Prop 39 Fund 21-39.
6. Geocon Inc., to provide Geotechnical Investigation for the Science Building at Torrey Pines High School, during the period September 20, 2013 through March 20, 2014, in the amount of \$6,800.00, to be expended from Building Fund-Prop 39 Fund 21-39.
7. Johnson Consulting Engineers, Inc., to provide Electrical Design of Audiovisual system at Canyon Crest Academy Stadium project, during the period September 20, 2013 through March 20, 2014, in the amount of \$21,000.00, to be expended from Building Fund-Prop 39 Fund 21-39.

I. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

J. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

K. APPROVAL OF CHANGE ORDERS

Approve Change Order No. 1 to the following projects, and authorize Christina M. Bennett or Eric R. Dill to execute the change orders:

1. Oak Crest Middle School Field Improvement CB2013-09, contract entered into with Gem Industrial Inc., decreasing the contract amount by \$3,144.04 for a new total of \$610,715.96, and extending the contract 69 days.
2. Diegueno Middle School HVAC Upgrades CB2013-02, contract entered into with EC Constructors, Inc., decreasing the contract amount by \$63,246.00 for a new total of \$233,348.00, and extending the contract 38 days.
3. Diegueno Middle School HVAC Upgrades CB2013-02, contract entered into with Pacific Winds Building, Inc., decreasing the contract amount by \$80,506.37 for a new total of \$182,493.63, and extending the contract 38 days.
4. Oak Crest Middle School HVAC Upgrades CB2013-03, contract entered into with EC Constructors, Inc., decreasing the contract amount by \$87,906.00 for a new total of \$70,196.00, and extending the contract 38 days.
5. Oak Crest Middle School HVAC Upgrades CB2013-03, contract entered into with Precision Electric, Inc., decreasing the contract amount by \$100,807.83 for a new total of \$126,692.17, and extending the contract 38 days.

L. ACCEPTANCE OF CONSTRUCTION PROJECTS

Accept the following construction projects as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Records' Office:

1. Oak Crest Middle School Field Improvement CB2013-09, contract entered into with Gem Industrial Inc.
2. Diegueno Middle School HVAC Upgrades CB2013-02, contract entered into with EC Constructors, Inc.
3. Diegueno Middle School HVAC Upgrades CB2013-02, contract entered into with Pacific Winds Building, Inc.
4. Oak Crest Middle School HVAC Upgrades CB2013-03, contract entered into with EC Constructors, Inc.
5. Oak Crest Middle School HVAC Upgrades CB2013-03, contract entered into with Precision Electric, Inc.

ITEM 6

DISCUSSION / ACTION ITEMS (ITEMS 16 - 18)

16. COMMUNITY FACILITIES DISTRICT 95-2 / ANNEXATION NO. 19 / ADOPTION OF RESOLUTION CERTIFYING ELECTION RESULTS / PRIMROSE LANE / A 10-UNIT FAMILY SUBDIVISION/DEVELOPMENT / CITYMARK OLIVENHAIN, LLC

It was moved Ms. Joyce Dalessandro, seconded by Ms. Amy Herman, to adopt the Resolution of the Board of Trustees of the San Dieguito Union High School District Acting as the Legislative Body of the San Dieguito Union High School District Community Facilities District No. 95-2, Certifying the Election Results, as shown in the attached supplement. Motion unanimously carried.

17. APPROVAL OF EDUCATION PLAN – STRATEGIC THEMES, 2013-14

It was moved by Ms. Joyce Dalessandro, seconded by Ms. Beth Hergesheimer, to approve the “2013-14 Education Plan – Strategic Themes” as presented. Motion unanimously carried.

18. ADOPTION OF DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Adopt the attached Declaration of Need for Fully Qualified Educators, as per 1994 California Commission on Teacher Credentialing (CCTC) requirement, in order to hire teachers on emergency credentials.

It was moved by Ms. Beth Hergesheimer, seconded by Ms. Joyce Dalessandro, to adopt the Declaration of Need for Fully Qualified Educators, as presented. Motion unanimously carried.

INFORMATION ITEMS..... (ITEMS 19 - 28)

19. REVIEW OF DESIGN CONCEPT & MATERIALS / TORREY PINES HS SCIENCE BLDG

This item was presented as an information item only.

20. LABOR COMPLIANCE PROGRAM ANNUAL REPORT 2013, REPORTING PERIOD JULY 1, 2012 THROUGH JUNE 30, 2013

This item was presented as an information item only.

21. BUSINESS SERVICES UPDATE ERIC DILL, ASSOCIATE SUPERINTENDENT

Mr. Dill gave an update on the status of high school shuttles and bus routes; Director Dan Love has proposed creating a PM Only bus pass for 50% of the cost of a full pass. Mr. Dill also reminded the board of the upcoming Prop AA Project Tour scheduled on September 26th.

24. HUMAN RESOURCES UPDATE TORRIE NORTON, ASSOCIATE SUPERINTENDENT, HR

Ms. Norton announced that staffing for the current year has been completed; now HR is focusing on evaluations and working with principals on the process.

25. EDUCATIONAL SERVICES UPDATE MIKE GROVE, ED.D., ASSOCIATE SUPERINTENDENT, ED SVCS

Dr. Grove discussed details of the Regional Achievement Summit, where Common Core collaboration will be a key focus, as well as other areas of student transition. The districts are working on developing a more cohesive K-12 English Learner program and improved strategies. Future meetings are scheduled and more updates will follow. SDUHSD Teachers will be going through Common Core Training which has begun this week.

26. PUBLIC COMMENTS – (None presented)

27. FUTURE AGENDA ITEMS - None discussed.

28. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.

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

30. ADJOURNMENT OF MEETING - Meeting adjourned at 7:19 PM.

Beth Hergesheimer, Board Clerk

Date

Rick Schmitt, Superintendent

Date

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

Superintendent
Rick Schmitt



MINUTES

Union High School District

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING
PROP AA SUMMER PROJECT TOUR**

**THURSDAY, SEPTEMBER 26, 2013
8:30 AM**

**SAN DIEGUITO ACADEMY
800 SANTA FE DRIVE, ENCINITAS, CA. 92024**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, September 26, 2013, at the above location, in the Board Room.

Attendance / Board:

Joyce Dalessandro
Barbara Groth
Beth Hergesheimer
Amy Herman
John Salazar

Attendance / District Management:

Rick Schmitt, Superintendent
Eric Dill, Associate Superintendent, Business Services
John Addleman, Director, Planning Services
Russ Thornton, Chief Operations Officer
Joann Schultz, Executive Assistant, Business Services

1. CALL TO ORDER

President Groth called the meeting to order at 8:30 AM

2. CALL FOR PUBLIC COMMENTS REGARDING ITEM #3

No public comments given.

3. PROP AA SUMMER PROJECTS TOUR

The Governing Board of the San Dieguito Union High School District joined with the Independent Citizens' Oversight Committee on a tour of Prop AA summer projects

beginning at 8:30 am at the front parking lot at San Dieguito Academy. The tour schedule was as follows:

8:30 am	San Dieguito Academy, Field & Stadium
9:15 am	Canyon Crest Academy, Field & Stadium
9:40 am	Middle School #5
10:25 am	Torrey Pines High School, New Science Bldg
11:10 am	La Costa Canyon High School, Media Center / Infrastructure
12:00 pm	San Dieguito Academy, Math & Science Bldg

4. ADJOURNMENT

The meeting was adjourned 12:30 PM.

 Beth Hergesheimer, Board Clerk

 Date

 Rick Schmitt, Superintendent

 Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

**PREPARED AND
SUBMITTED BY:** Rick Schmitt, Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

.....

EXECUTIVE SUMMARY

The district administration is requesting acceptance of gifts and donations to the district as shown on the following report.

RECOMMENDATION:

The administration recommends that the Board accept the gifts and donations to the district as shown on the following report.

FUNDING SOURCE:

Not applicable

RS/vl

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 26, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Michael Grove, Ed.D.
Associate Superintendent of
Educational Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
FIELD TRIP REQUESTS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

It is recommended that the Board approve / ratify the field trips, as shown on the attached supplement.

FUNDING SOURCE:

As listed on the attached supplement.

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
October 3, 2013

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	\$ Cost
1	04-07-14 - 04-12-14	Foss	Jesse	LCC Mens Lacrosse	30	4	"Check for Cancer" Lacrosse Tournament	Baltimore	MD	None	LCC Foundation / Parent Donations

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Torrie Norton
Associate Superintendent/Human Resources

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF CERTIFICATED and
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board Approval:

Certificated

Employment
Change in Assignment

Classified

Employment
Change in Assignment
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Roxzana Sudo**, 20% Temporary Teacher (English) at Torrey Pines, for the remainder of the 2013-14 school year, effective 9/23/13 through 6/13/14.

Change in Assignment

1. **Julie Vaccaro**, Temporary Teacher (math) at La Costa Canyon High School, change in assignment from 40% to 100% for the remainder of the 2013-14 school year, effective 9/13/13 through 6/13/14.

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Bartman, Christine**, Payroll Technician, SR44, 48.75% FTE, District Office-Finance, effective 9/27/13
2. **Beermann-Young, Ariel**, Instructional Assistant SpEd, SR36, 48.75% FTE, Earl Warren MS, effective 10/07/13
3. **Bramble, May**, Instructional Assistant SpEd, SR34, 48.75% FTE, Torrey Pines HS, effective 09/23/13
4. **Santamaria, Kelsey**, Instructional Assistant SpEd, SR34, 37.5% FTE, Torrey Pines HS, effective 10/01/13
5. **Schleining, Natalie**, Instructional Assistant SpEd, SR34, 48.75% FTE, Canyon Crest Academy, effective 9/16/13
6. **Thomsen, Gail**, Instructional Assistant SpEd, SR34, 48.75% FTE, Carmel Valley MS, effective 08/11/13

Change in Assignment

1. **Shook, Lindsey**, Secretary-BTSA, 48.75%FTE, District Office, additional position Administrative Secretary, 48.75 % FTE, District Office-Special Ed, effective 10/01/13

Resignation

1. **Sorour, Heidi**, Instructional Assistant SpEd, SR34, 37.5% FTE, Torrey Pines HS, resignation effective 9/19/13
2. **Tran, Alice**, Nutrition Services Assistant I, SR25, 48.75%FTE, Torrey Pines HS, resignation effective 9/17/13

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Chuck Adams, Director of Special Education
Michael Grove, Associate Superintendent of Educational Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Agreements report summarizes one contract.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contract as shown on the attached Special Education Agreements report.

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14A

SPECIAL EDUCATION AGREEMENTS

DATE: 10-03-13

<u>Contract Effective Dates</u>	<u>Contractor/Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
07/01/13 – 06/30/14	Sharon A. Criger, PT, DPT, ICA	Provide complete physical therapy assessments, reports, and direct therapy	General Fund /Restricted 06-00	Rates shown in the attachment

ITEM 14A

Sharon A. Criger, PT, DPT
CA License #13473
619. 838.9481 (mobile)
858.780.8681 (fax)

2013-2014 Physical Therapy Services Rate Sheet

Physical Therapy Assessment (May include: record review, clinical observations, ROM, MMT, parent/provider interview, developmental screening and does include a type written report)	\$ 350.00
Additional Standardized Tests TGMD-2, BOT-2, Sensorimotor Performance Analysis, QNST-3 (Performed when necessary or upon request)	\$ 200.00/each test
Physical Therapy Direct Service	\$ 100.00/hour
Physical Therapy Consultation Service	\$ 100.00/hour
IEP Meeting Attendance	\$ 100.00/hour
Report Charge	\$ 30.00/each

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Chuck Adams, Director of Special Education
Michael Grove, Associate Superintendent of Educational Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Amendment to Agreements Report summarizes one amendment to an agreement.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the amendment to the agreement, as shown on the attached Special Education Amendment Report.

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14B

SPECIAL EDUCATION – AMENDMENTS TO AGREEMENTS REPORT

DATE: 10-03-13

<u>Contract Effective Dates</u>	<u>Contractor/Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
NA	The Institute for Effective Education, NPS	Amending the contract to the rates shown on the attachment	General Fund /Restricted 06-00	Rates shown on the attachment

**The Institute for Effective Education
Non-public School Services and Fees for 2013-2014¹**

**All-inclusive² tuition rates for Regular Year, Extended School Year and
Alternative/Make-up Days**

Aim High at Mt. Helix Academy

CDS Code: 37-68197-6927636
All-inclusive tuition - \$169.14/day

Children's Workshop

CDS Code: 37-68338-6987960
All-inclusive tuition - \$240.05/day

COOK Education Center

CDS Code: 37-68338-7079817
All-inclusive tuition - \$170.80/day

Workshop at COOK³

CDS Code: 37-68338-7079817
All-inclusive tuition - \$240.05/day

Urban Skills Center

CDS Code: 37-68338-7078165
All-inclusive tuition - \$170.80/day

Individualized Related Services (applicable to all schools)

SCIA - \$105.00/day
Transportation - Current IRS Rate + \$24.00/hour
Behavior Intervention Planning Level 2⁴ - \$130.00/hour

Education-Related Mental Health Services (applicable to all schools)

Individual Counseling - \$130.00/hour
Group Counseling - \$75.00/hour
Parent/Family Counseling - \$140.00/hour
Social Work Services \$85.00/hour

¹ Effective July 1, 2013

² Included is special education by a CA credentialed specialist, speech/language therapy by a licensed Speech/Language Therapist, occupational therapy by a registered Occupational Therapist, educational counseling and guidance by an appropriately credentialed or licensed Counselor, behavior intervention planning by a qualified Behavior Intervention Case Manager.

³ Program at COOK Education Center for students who require exceptionally intense education and service.

⁴ Service for students whose problem behavior requires BCBA involvement and oversight.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

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

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes one contract.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached report.

ITEM 15A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BUSINESS - PROFESSIONAL SERVICES REPORT

Board Meeting Date: 10-03-13

<u>Contract Effective Dates</u>	<u>Contractor/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
08/14/13 until completion of the project	Sowards and Brown Engineering, Inc.	Prepare the map for annexation number 20 to Community Facilities District No. 95-2	Mello-Roos Funds subject to reimbursement by the developer	\$4,800.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Eric R. Dill
Associate Superintendent, Business

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

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

RECOMMENDATION:

It is recommended that the Board approve the following business reports: 1) Purchase Orders, and 2) Membership Listings (None Submitted).

FUNDING SOURCE:

Not applicable

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 09/10/13 THRU 09/23/13

1

ITEM 15F

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
240738	09/10/13	06	AMAZON.COM	012	MATERIALS AND SUPPLI	\$175.96
240739	09/10/13	03	AMAZON.COM	005	MATERIALS AND SUPPLI	\$56.11
240740	09/10/13	03	RASIX COMPUTER CENTE	012	DUPLICATING SUPPLIES	\$291.60
240741	09/10/13	03	SUPPLIESOUTLET.COM	035	COMPUTER SUPPLIES	\$1,053.00
240742	09/10/13	03	RASIX COMPUTER CENTE	012	DUPLICATING SUPPLIES	\$225.94
240743	09/10/13	03	RASIX COMPUTER CENTE	014	MATERIALS AND SUPPLI	\$206.28
240744	09/10/13	03	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$569.70
240745	09/10/13	03	TROXELL COMMUNICATIO	035	MATERIALS AND SUPPLI	\$1,632.92
240746	09/10/13	03	WARD'S MEDIA TECH	035	NON-CAPITALIZED TECH	\$2,590.40
240747	09/10/13	03	22ND DISTRICT AGRICU	024	RENTS & LEASES	\$7,825.00
240748	09/10/13	03	RESIDENCE INN BY MAR	014	PROF/CONSULT./OPER E	\$2,954.60
240749	09/11/13	06	SAFETY KLEEN CORP	028	HAZARDOUS WASTE DISP	\$1,800.00
240750	09/11/13	11	NEWMAN, SCOTT	024	MATERIALS AND SUPPLI	\$5,500.00
240751	09/11/13	13	XEROX CORPORATION	031	RENTS & LEASES	\$2,126.82
240752	09/11/13	13	XEROX CORPORATION	031	RENTS & LEASES	\$1,158.67
240753	09/11/13	03	RASIX COMPUTER CENTE	003	MATERIALS AND SUPPLI	\$109.30
240754	09/11/13	03	ACSA - ASSC OF CAL S	022	CONFERENCE,WORKSHOP,	\$399.00
240755	09/11/13	03	ACSA - ASSC OF CAL S	022	CONFERENCE,WORKSHOP,	\$399.00
240756	09/11/13	03	WESTERN ASSOCIATION	024	DUES AND MEMBERSHIPS	\$1,800.00
240757	09/11/13	03	ONE STOP TONER AND I	003	MATERIALS AND SUPPLI	\$86.38
240759	09/12/13	03	A.N.D. TECHNOLOGIES	024	COMPUTER LICENSING	\$3,400.00
240760	09/12/13	06	PRENTICE HALL/REGENT	010	TEXTBOOKS	\$8,908.80
240761	09/12/13	06	XEROX CORPORATION	030	RENTS & LEASES	\$1,428.45
240762	09/12/13	06	VISTA HIGHER LEARNIN	014	TEXTBOOKS	\$8,115.66
240763	09/12/13	06	VISTA HIGHER LEARNIN	013	TEXTBOOKS	\$9,076.16
240764	09/12/13	06	VISTA HIGHER LEARNIN	005	TEXTBOOKS	\$9,820.83
240765	09/12/13	06	SAFETY GLASS USA.COM	013	MATERIALS AND SUPPLI	\$193.87
240766	09/12/13	03	VIRCO MANUFACTURING	010	MATERIALS AND SUPPLI	\$2,941.92
240767	09/12/13	03	WARD'S NATURAL SCIEN	005	MATERIALS AND SUPPLI	\$313.67
240768	09/12/13	03	MACGILL DISCOUNT SCH	013	MEDICAL SUPPLIES	\$109.36
240769	09/12/13	03	IPARADIGMS LLC	024	COMPUTER LICENSING	\$31,742.20
240770	09/12/13	03	ONE STOP TONER AND I	005	MATERIALS AND SUPPLI	\$160.91
240771	09/12/13	03	RASIX COMPUTER CENTE	005	MATERIALS AND SUPPLI	\$268.81
240772	09/12/13	03	SCHOOL OUTFITTERS	004	MATERIALS AND SUPPLI	\$277.54
240773	09/12/13	06	STAPLES ADVANTAGE	030	MATERIALS AND SUPPLI	\$500.00
240774	09/12/13	03	AMAZON.COM	035	MATERIALS AND SUPPLI	\$3,221.90
240775	09/12/13	13	R A S ADVANCED DESIG	031	MATERIALS AND SUPPLI	\$685.00
240776	09/12/13	03	A C T	024	TEST SCORING	\$250.00
240777	09/12/13	11	STAPLES ADVANTAGE	024	OFFICE SUPPLIES	\$99.13
240778	09/12/13	03	TROXELL COMMUNICATIO	003	MATERIALS AND SUPPLI	\$408.24
240779	09/12/13	06	XEROX CORPORATION	030	RENTS & LEASES	\$1,594.47
240780	09/13/13	06	INDUSTRIAL ELECTRIC	024	REPAIRS BY VENDORS	\$295.00
240781	09/13/13	06	DEPENDABLE NURSING,	030	OTHER CONTR-N.P.A.	\$42,120.00
240782	09/13/13	03	FIELDTURF USA INC	025	REPAIRS BY VENDORS	\$5,700.00
240784	09/13/13	03	STATE OF CALIFORNIA	025	FEEES - ADMISSIONS, T	\$1,250.00
240785	09/13/13	03	EDHIVE, INC.	040	OTHER SERV.& OPER.EX	\$13,500.00
240786	09/13/13	06	HOLT MCDUGAL	014	TEXTBOOKS	\$5,923.20
240787	09/13/13	03	SHRED SAN DIEGO	001	OTHER SERV.& OPER.EX	\$525.00
240788	09/13/13	13	STAPLES ADVANTAGE	031	OFFICE SUPPLIES	\$66.96
240789	09/13/13	06	HOLT MCDUGAL	012	TEXTBOOKS	\$5,746.40
240790	09/13/13	06	MATHESON TRI-GAS INC	013	MATERIALS AND SUPPLI	\$2,200.00
240791	09/13/13	03/06	SMART AND FINAL CORP	005	MATERIALS AND SUPPLI	\$6,000.00
240792	09/13/13	03	SCHOOL SCIENCE BOARD	004	MATERIALS AND SUPPLI	\$156.08
240793	09/13/13	03	FOLLETT EDUCATIONAL	004	MATERIALS AND SUPPLI	\$428.69
240794	09/13/13	03	STAPLES ADVANTAGE	004	MATERIALS AND SUPPLI	\$427.68

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 09/10/13 THRU 09/23/13

2

ITEM 15F

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
240795	09/13/13	06	AMAZON.COM	024	MATERIALS AND SUPPLI	\$97.14
240796	09/13/13	21-39	DIVISION OF STATE AR	036	NEW CONSTRUCTION	\$188,050.00
240797	09/13/13	03	RASIX COMPUTER CENTE	004	MATERIALS AND SUPPLI	\$56.48
240798	09/13/13	03	SAN DIEGO CO MUSIC E	013	NON CAPITALIZED EQUI	\$936.09
240799	09/13/13	03	M A A AMERICAN MATHE	013	MATERIALS AND SUPPLI	\$114.00
240800	09/16/13	03	CAROLINA BIOLOGICAL	005	MATERIALS AND SUPPLI	\$319.04
240801	09/16/13	06	TOOL DEPOT	013	MATERIALS AND SUPPLI	\$499.62
240802	09/16/13	03	CAROLINA BIOLOGICAL	005	MATERIALS AND SUPPLI	\$175.43
240803	09/16/13	03	MC MASTER-CARR SUPPL	013	MATERIALS AND SUPPLI	\$400.00
240804	09/16/13	03	INDUSTRIAL METAL SUP	013	MATERIALS AND SUPPLI	\$600.00
240805	09/16/13	11	SOUTHWEST SCHOOL/OFF	009	MATERIALS AND SUPPLI	\$37.25
240806	09/16/13	03	BLICK, DICK (DICK BL	014	MATERIALS AND SUPPLI	\$1,053.09
240807	09/16/13	03	ONE STOP TONER AND I	014	MATERIALS AND SUPPLI	\$70.19
240808	09/16/13	06	MISSION FEDERAL CRED	030	MATERIALS AND SUPPLI	\$48.60
240809	09/16/13	03	SAN DIEGO DIGITAL SO	003	MATERIALS AND SUPPLI	\$843.67
240810	09/16/13	21-39	PROCURETECH	036	EQUIPMENT REPLACEMEN	\$575.00
240811	09/16/13	06	DIVERSIFIED BUSINESS	030	REPAIRS BY VENDORS	\$409.86
240812	09/16/13	06	CHRIS RUBIO PRODUCTI	040	PROF/CONSULT./OPER E	\$750.00
240813	09/17/13	03	STAPLES ADVANTAGE	024	MATERIALS AND SUPPLI	\$29.75
240814	09/17/13	06	AMAZON.COM	030	MATERIALS AND SUPPLI	\$86.90
240815	09/17/13	03	AMAZON.COM	003	MATERIALS AND SUPPLI	\$317.31
240816	09/17/13	03	SAN DIEGO DIGITAL SO	012	REPAIRS BY VENDORS	\$1,559.52
240817	09/17/13	06	SCHOLASTIC INC	030	BOOKS OTHER THAN TEX	\$160.48
240818	09/17/13	06	SCHOLASTIC INC	030	BOOKS OTHER THAN TEX	\$160.48
240820	09/17/13	06	MCLOGAN	013	MATERIALS AND SUPPLI	\$1,500.00
240821	09/17/13	03/06	RALPHS GROCERY COMPA	005	MATERIALS AND SUPPLI	\$1,000.00
240822	09/17/13	03	STAPLES ADVANTAGE	025	PRINTING	\$119.02
240823	09/17/13	03	AMAZON.COM	004	MATERIALS AND SUPPLI	\$16.73
240824	09/17/13	03	STAPLES ADVANTAGE	024	MATERIALS AND SUPPLI	\$1,500.00
240825	09/17/13	03	AMAZON.COM	004	MATERIALS AND SUPPLI	\$759.62
240826	09/17/13	03	AMAZON.COM	004	MATERIALS AND SUPPLI	\$1,179.52
240827	09/17/13	06	PAXTON/PATTERSON	004	MATERIALS AND SUPPLI	\$274.32
240828	09/17/13	06	BLICK, DICK (DICK BL	004	MATERIALS AND SUPPLI	\$272.39
240829	09/17/13	06	SCHOOL OUTFITTERS	004	MATERIALS AND SUPPLI	\$343.51
240830	09/17/13	06	POSITIVE PROMOTIONS,	040	MATERIALS AND SUPPLI	\$504.00
240831	09/17/13	03	SOUTHWEST SCHOOL/OFF	013	MATERIALS AND SUPPLI	\$116.68
240832	09/17/13	03	APPERSON EDUCATION P	004	MATERIALS AND SUPPLI	\$390.18
240833	09/17/13	03	APPERSON EDUCATION P	005	MATERIALS AND SUPPLI	\$390.18
240834	09/17/13	06	STAPLES ADVANTAGE	004	MATERIALS AND SUPPLI	\$135.69
240835	09/17/13	06	RASIX COMPUTER CENTE	004	MATERIALS AND SUPPLI	\$238.57
240836	09/17/13	03	ONE STOP TONER AND I	004	MATERIALS AND SUPPLI	\$151.18
240837	09/17/13	03	RASIX COMPUTER CENTE	013	MATERIALS AND SUPPLI	\$129.71
240838	09/18/13	03	RASIX COMPUTER CENTE	014	MATERIALS AND SUPPLI	\$113.12
240839	09/18/13	03	ONE STOP TONER AND I	003	MATERIALS AND SUPPLI	\$86.38
240840	09/18/13	03	ONE STOP TONER AND I	003	MATERIALS AND SUPPLI	\$86.38
240841	09/18/13	03	AMAZON.COM	005	MATERIALS AND SUPPLI	\$56.11
240842	09/18/13	03	WARD'S MEDIA TECH	003	MATERIALS AND SUPPLI	\$1,295.20
240843	09/18/13	03	BAUDVILLE INC	003	MATERIALS AND SUPPLI	\$121.69
240844	09/18/13	03	SCHOOL HEALTH CORPOR	003	MEDICAL SUPPLIES	\$17.05
240845	09/18/13	03	HENRY SCHEIN	003	MEDICAL SUPPLIES	\$35.16
240846	09/18/13	06	HOLT MCDUGAL	005	TEXTBOOKS	\$19,659.00
240847	09/18/13	06	FOLLETT EDUCATIONAL	005	TEXTBOOKS	\$2,315.52
240848	09/18/13	06	FLORES, MARJORIE	030	PAY IN LIEU OF TRANS	\$8,583.48
240849	09/18/13	06	FOLLETT EDUCATIONAL	005	TEXTBOOKS	\$2,315.52
240850	09/18/13	06	HOLT MCDUGAL	010	TEXTBOOKS	\$1,210.44

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 09/10/13 THRU 09/23/13

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ITEM 15F

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
240851	09/18/13	06	STAPLES ADVANTAGE	013	MATERIALS AND SUPPLI	\$600.00
240852	09/18/13	03	L B CONCRETE	025	REPAIRS BY VENDORS	\$2,250.00
240853	09/18/13	03	FREDRICKS ELECTRIC I	025	REPAIRS BY VENDORS	\$5,860.00
240854	09/19/13	03	AMAZON.COM	005	MATERIALS AND SUPPLI	\$260.27
240855	09/19/13	03	MISSION FEDERAL CRED	035	MATERIALS AND SUPPLI	\$995.18
240856	09/19/13	03	STAPLES ADVANTAGE	003	MATERIALS AND SUPPLI	\$38.84
240857	09/19/13	03	AREY JONES EDUCATION	035	NON-CAPITALIZED TECH	\$542.48
240858	09/19/13	03	AMAZON.COM	035	MATERIALS AND SUPPLI	\$993.27
240859	09/19/13	03	RASIX COMPUTER CENTE	035	MATERIALS AND SUPPLI	\$547.30
240860	09/19/13	03	C D W G.COM	035	MATERIALS AND SUPPLI	\$5,622.60
240861	09/19/13	03	C D W G.COM	035	MATERIALS AND SUPPLI	\$14,056.50
240862	09/19/13	06	C D W G.COM	035	MATERIALS AND SUPPLI	\$1,686.78
240863	09/20/13	03	FLINN SCIENTIFIC INC	014	MATERIALS AND SUPPLI	\$195.66
240864	09/20/13	03	SAN DIEGO COUNTY OFF	003	FEES - ADMISSIONS, T	\$40.00
240865	09/20/13	06	AUTISM-PRODUCTS.COM	030	MATERIALS AND SUPPLI	\$183.68
240866	09/20/13	06	TWEEN PUBLISHING LLC	030	BOOKS OTHER THAN TEX	\$445.57
240867	09/20/13	03	BRAINPOP LLC	012	COMPUTER LICENSING	\$1,614.60
240868	09/20/13	06	EDUCATIONAL DATA SYS	024	MATERIALS AND SUPPLI	\$527.45
240869	09/23/13	03	AVID CENTER	012	COMPUTER LICENSING	\$525.00
240870	09/23/13	06	WILSON LANGUAGE TRAI	030	MATERIALS AND SUPPLI	\$230.84
740005	09/16/13	03	AFFORDABLE PRINTER C	035	REPAIRS BY VENDORS	\$506.17
840023	09/16/13	03	CA ASSOC OF SUPERVIS	022	CONFERENCE,WORKSHOP,	\$95.00
840024	09/16/13	03	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$40.00
840025	09/16/13	03	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$30.00
REPORT TOTAL						\$478,970.05

ITEM 15F

Individual Membership Listings
For the Period of September 10, 2013 through September 23, 2013

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
None to report		

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: John Addleman, Director of Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL/RATIFICATION OF PROFESSIONAL
SERVICES CONTRACTS / PROPOSITION AA

EXECUTIVE SUMMARY

The attached Professional Services Report/Proposition AA summarizes five contracts.

Three contracts pertain to Surveying Services; BDS Engineering, Inc., RBF Consulting, A Company of Michael Baker Corporation, and Gold Coast Surveying, Inc. were selected from nine firms responding to the District's Request for Proposals CB2013-32. The three firms will represent a pool by which the District may request such services. As each school project is developed, a proposal will be obtained and work directed by a notice to proceed in order to track cost against the agreements' not to exceed amounts. Participation in the pool and future work will be subject to the ongoing positive performance of the firms, their capacity to perform such work and the availability of funding.

Two contracts pertain to the procurement of track equipment compatible with the new Canyon Crest Academy and San Dieguito Academy synthetic turf fields and all-weather tracks; VS Athletics and UCS, Inc. were the lowest responsible bidders responding to the District's Request for Bids CB2014-03. The bid received good coverage with seven vendors that submitted bids to the District.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the professional services contracts, and authorize Christina M. Bennett, Eric R. Dill, or Rick Schmitt to execute the agreements, as noted in the attached supplement.

FUNDING SOURCE:

Building Fund-Prop 39 Fund 21-39

ITEM 15G

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**PROPOSITION AA - PROFESSIONAL SERVICES REPORT**
FACILITIES PLANNING & CONSTRUCTION**Board Meeting Date: 10-03-13**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
October 4, 2013- October 3, 2014	BDS Engineering Inc.	Provide Districtwide Surveying Services	Building Fund- Prop 39 Fund 21-39	\$100,000.00 Time and Material Basis
October 4, 2013- October 3, 2014	RBF Consulting, A Company of Michael Baker Corporation	Provide Districtwide Surveying Services	Building Fund- Prop 39 Fund 21-39	\$100,000.00 Time and Material Basis
October 4, 2013- October 3, 2014	Gold Coast Surveying Inc.	Provide Districtwide Surveying Services	Building Fund- Prop 39 Fund 21-39	\$100,000.00 Time and Material Basis
October 4, 2013- January 4, 2014	VS Athletics	Provide track equipment to Canyon Crest Academy and San Dieguito Academy	Building Fund- Prop 39 Fund 21-39	\$102,317.00
October 4, 2013- January 4, 2014	UCS, Inc.	Provide track equipment to Canyon Crest Academy and San Dieguito Academy	Building Fund- Prop 39 Fund 21-39	\$49,200.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: John Addleman, Director of Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL/RATIFICATION OF AMENDMENT TO
PROFESSIONAL SERVICES CONTRACTS /
PROPOSITION AA

EXECUTIVE SUMMARY

The attached Professional Services Report/Proposition AA summarizes an amendment to one contract for Fuscoe Engineering, Inc., the original agreement CA2014-01, for additional civil engineering services at the La Costa Valley site. The additional service pertains to a hydromodification channel screening assessment to assess the erosion susceptibility of the downstream drainage channels including Encinitas Creek. Based upon other projects within the City of Carlsbad, this report will likely provide a construction cost savings to the project by reducing the volume of the required onsite detention.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the professional services contracts, and authorize Christina M. Bennett, Eric R. Dill, or Rick Schmitt to execute the agreements, as noted in the attached supplement.

FUNDING SOURCE:

Building Fund-Prop 39 Fund 21-39

ITEM 15H

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

PROPOSITION AA - PROFESSIONAL SERVICES REPORT
FACILITIES PLANNING & CONSTRUCTION

Board Meeting Date: 10-03-13

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
August 23, 2013- February 23, 2014	Fuscoe Engineering	Amend contract CA2014-01 to include additional civil engineering services consisting of a hydromodification channel screening assessment for the La Costa Valley school site.	Building Fund- Prop 39 Fund 21-39	\$7,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED AND SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: ADOPTION OF RESOLUTION IN SUPPORT OF RED RIBBON WEEK AND DECLARING OCTOBER 2013 AS DRUG AWARENESS MONTH

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EXECUTIVE SUMMARY

This resolution is provided as a means to show that the Board of Trustees of the San Dieguito Union High School District joins the nation in support and recognition of Red Ribbon Week and declaring October, 2013 as Drug Awareness Month.

RECOMMENDATION:

The administration recommends that the Board adopt the attached Resolution in support of Red Ribbon Week and declaring October, 2013, as Drug Awareness Month.

FUNDING SOURCE:

Not applicable

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
RESOLUTION FOR 2013
IN SUPPORT OF
DRUG AWARENESS MONTH AND
RED RIBBON WEEK**

WHEREAS, the Board of Trustees of the San Dieguito Union High School District has made a strong commitment to alcohol, tobacco, and other drug prevention education and activities;

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes the overwhelming financial burden to society of alcohol, tobacco and other drugs in medical costs and services, crippling injury, loss of life, family disruption, crime and unfulfilled potential;

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes the physical and emotional impact to our students, their families and friends, when they are entrapped by poor health or addiction; and

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes that the especially harmful and destructive effects of alcohol, tobacco and other drug use can bring alienation, academic failure, violence, and hopelessness to the youth of the San Diego region;

NOW, THEREFORE, LET IT BE RESOLVED, that the Board of Trustees of the San Dieguito Union High School District joins the nation in support of Red Ribbon Week and declares October, 2013, as Drug Awareness Month, which will encourage all students to make a visible statement of their commitment to a healthy, drug-free community in which to raise a generation of healthy, drug-free youth.

Adopted by the San Dieguito Union High School District Board of Trustees at its regular meeting on Thursday, October 3, 2013.

Barbara Groth, Board President

Beth Hergesheimer, Board Clerk

October 3, 2013

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: John Addleman, Director, Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: COMMUNITY FACILITIES DISTRICT 95-2
No. 20 / ANNEXATION OF PROPERTY /
FIORE / A 26-UNIT SINGLE FAMILY
SUBDIVISION AT NORMANDY RD IN
ENCINITAS / LENNAR

EXECUTIVE SUMMARY

Staff has been working with Lennar in order to provide adequate school facilities for their residential project. Lennar will be constructing a 28-unit subdivision (excluding lots 1 & 2 for a total of 26 units) in Encinitas. The project will be located on Normandy Road and will be in the Diegueño Middle School/La Costa Canyon High School attendance area.

The first step in the annexation process is to adopt the attached Resolution of Intention to annex certain territory into the community facilities district as shown on the attached map.

At a future board meeting, we will be presenting the necessary documents to proceed with the annexation of territory, which will require the Board to hold a public hearing regarding the annexation, adopt the resolution to annex the property into the community facilities district and call an election.

RECOMMENDATION:

It is recommended that the Board adopt the attached Resolution of Intention to Annex Territory to the San Dieguito Union High School District Community Facilities District No. 95-2, Authorizing the Levy of a Special Tax and Calling an Election.

FUNDING SOURCE:

Not applicable.

Encl: Calendar, Map, and Owners List

**RESOLUTION OF INTENTION
TO ANNEX TERRITORY TO
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 95-2
AUTHORIZING THE LEVY OF A SPECIAL TAX
AND CALLING AN ELECTION**

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “School District”) has heretofore established Community Facilities District No. 95-2 (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, consisting of Sections 53311, et seq., of the California Government Code (the “Act”); and

WHEREAS, the Board has heretofore annexed certain Territory to the District as specified in a Resolution adopted by the Board on June 5, 1997, and in a Resolution adopted by the Board on April 2, 1998, and in a Resolution adopted by the Board on May 7, 1998, and in a Resolution adopted by the Board on May 6, 1999, and in two Resolutions adopted by the Board on August 19, 1999, and in a Resolution adopted by the Board on January 18, 2001, and in a Resolution adopted by the Board on March 1, 2001, and in a Resolution adopted by the Board on June 3, 2004, and in a Resolution adopted by the Board on September 23, 2004, and in a Resolution adopted by the Board on October 21, 2004, and in a Resolution adopted by the Board on May 4, 2006; and in a Resolution adopted by the Board on November 8, 2007, and in a Resolution adopted by the Board on April 16, 2009, and in a Resolution adopted by the Board on September 16, 2010, and in a Resolution adopted by the Board on February 17, 2011, and in a Resolution adopted by the Board on October 6, 2011, and in a Resolution adopted by the Board on August 22, 2013.

WHEREAS, the Board, acting as the legislative body of the District, intends to annex certain territory to the District pursuant to Article 3.5 of the Act; and

WHEREAS, the Board intends the Annexed Territory (as defined below) to be treated the same as all other land within the District as specified in the Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 95-2 adopted by the Board on March 21, 1996 and the Amendment to Resolutions of Formation of the Board of Trustees of the San Dieguito Union High School District Regarding Establishment of Community Facilities District Nos. 94-3 and 95-2 of the San Dieguito Union High School District adopted on July 18, 1996, (collectively, the “Resolution of Formation”), and the Resolution of the Board of Trustees of the San Dieguito Union High School District Acting as the Legislative Body of the San Dieguito Union High School District Community Facilities District No. 95-2, adopted by the Board on June 5, 1997.

NOW THEREFORE, THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. The name of the existing community facilities district is “Community Facilities District No. 95-2 of the San Dieguito Union High School District.”

Section 2. The boundaries of the existing District include all land shown on the maps approved by the Board in the Resolution of Formation and recorded with the Recorder of the County of San Diego (the “County”) at book 29 page 45, book 31 page 07, book 32 page 11, book 32 page 19, book 33 page 17, book 33 page 44, book 33 page 45, book 34 page 88, book 35 page 09, book 38 page 31, book 38 page 55, book 38 page 59, book 40 page 54, book 41 page 63 book 42 page 63, book 43 page 31, book 43 page 41, book 43 page 61 and book 43 page 85, book 44 page 24 in the Book of Maps of Assessment and Community Facilities Districts. The territory proposed to be annexed (the “Annexed Territory”) is all land shown on the map designated as “Amended Map of Boundaries of Community Facilities District No. 95-2, Annexation No. 20, San Dieguito Union High School District” (the “Annexed Territory Map”) on file in the office of Secretary of the Board by this reference incorporated herein. The Annexed Territory Map, showing the new properties to be subject to a special tax levied within the District, is hereby approved and adopted. The Secretary of the Board is hereby directed to file a copy of the map with the correct and proper endorsements thereon with the Recorder of the County within 10 days after the adoption of this Resolution, as provided for in Section 3113 of the California Streets and Highways Code.

Section 3. The types of public facilities (the “Facilities”) to be provided within the existing District are described in Exhibit A attached hereto and hereby incorporated by reference. The Facilities will also be provided within the Annexed Territory. The District and the Annexed Territory will share the Facilities based on the long-term master plans prepared by the School District from time to time. The Facilities are necessary to meet increased demand imposed upon the School District and all public agencies as a result of development occurring within the Annexed Territory and the District.

Section 4. The Board seeks to incur bonded indebtedness and to levy or cause to be levied annually, on property lying within the Annexed Territory, a special tax for the purpose of constructing, acquiring and/or leasing the Facilities in accordance with the Resolution of Formation and with the rate and method of apportionment described in detail in Exhibit B to the Resolution of Formation and incorporated herein by this reference.

Section 5. Except where funds are otherwise available to acquire, lease and/or construct the Facilities, it is the intention of the Board to levy or cause to be levied annually, on property lying within the Annexed Territory and the District, a special tax sufficient to pay for the cost of acquiring, leasing and/or construction of the Facilities and to pay for the principal of and interest on the bonds proposed to be issued to finance the Facilities and all Incidental Expenses (as defined in the Act), including but not limited to replenishment of a reserve fund and remarketing, credit enhancement, liquidity facility fees, the costs of administering the levy and collection of the special tax and all other administrative costs of the tax levy and bond issue. Upon recordation of notice of a special tax lien pursuant to Section 3114.5 of the California Streets and Highways Code, a continuing lien to secure each levy of the special tax shall attach to all non-exempt real property in the Annexed Territory. The lien shall continue in force and effect until the special tax is prepaid and permanently satisfied and the lien canceled in accordance with the law or until collection of the tax by the legislative body ceases. The rate and method of apportionment of the special tax is described in detail in Exhibit B to the Resolution of Formation. The special tax is based on the projected demand for Facilities and the general

benefit received from the Facilities by property within the Annexed Territory and the District. The special tax is apportioned to each parcel on the foregoing basis pursuant to Section 53325.3 of the Act and such special tax is not on or based upon the ownership of real property. The special tax shall be collected in the same manner as ordinary ad valorem taxes are collected; provided, however, that the special tax may be collected at a different time or in a different manner if necessary to meet the financial obligations of the School District and the District.

The office responsible for preparing annually a current roll of special levy obligations and responsible for estimating further special tax levies will be:

Superintendent
San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024
Telephone (760) 753-6491

Section 6. The amount of the annual special tax will be set on or before each August 1. In accordance with Section 53340 of the Act, properties or entities of the state, federal, or other local governments shall be exempt from the levy of the special tax. No other properties or entities are exempt from the levy of the special tax except to the extent provided in Exhibit B to the Resolution of Formation. Any land within the boundaries of the Annexed Territory devoted primarily to agriculture, timber or livestock uses and being used for the commercial production of agricultural, timber or livestock products is contiguous to other land which is included within the boundaries of the Annexed Territory and will benefit from construction or acquisition of the Facilities.

Section 7. The Board shall submit a proposition to establish or change the appropriations limit, as defined by subdivision (h) of Section 8 of Article XIII B of the California Constitution, of the District to the qualified electors of the Annexed Territory. The proposition establishing or changing the appropriations limit shall become effective if approved by two-thirds of the qualified electors voting on the proposition and shall be adjusted for changes in the cost of living and changes in populations, as defined by subdivisions (b) and (c) of Section 7901 of the California Government Code, except that the change in population may be estimated by the legislative body in the absence of an estimate by the Department of Finance, and in accordance with Section 1 of Article XIII B of the California Constitution. For purposes of adjusting for changes in population, the population of the District shall be deemed to be at least one person during each calendar year.

Section 8. The Board deems it necessary to incur bonded indebtedness for the purposes set forth in Section 4 hereof, and has determined that the whole of the District, including the Annexed Territory, will pay for the bonded indebtedness. The maximum aggregate principal amount of debt to be authorized and incurred will be \$50,000,000. The maximum interest rate on the bonds shall be 12%, or such greater interest rate permitted by law, which interest will be payable annually or semiannually or in any other manner as permitted by law. The bonds may be issued in one or more series with each series issued for a term not to exceed thirty-five years. The proposition regarding incurring bonded indebtedness shall be submitted to the voters at an election to be conducted by mail ballot as set forth in Section 16 of this Resolution.

Section 9. A public hearing on the annexation of the proposed territory into the District, the levying of the special tax, the proposed bond issue, the type of facilities financed by the District and all other matters set forth in this Resolution (the "Hearing")

shall be held at 6:30 o'clock p.m. or as soon thereafter as practicable, on November 14, 2013, at the San Dieguito Union High School District Office Board Room, 710 Encinitas Boulevard, Encinitas, California.

Section 10. At the time and place set forth in this Resolution for the Hearing, any interested persons for or against the annexation of territory, including taxpayers, property owners and registered voters, may appear and be heard, and the testimony of all interested persons for or against the annexation of the Annexed Territory to the District, the levying of the special taxes within the Annexed Territory, the furnishing of the Facilities or the necessity of incurring bonded indebtedness will be heard and considered. Any protests may be made orally or in writing. However, any protests pertaining to the regularity or sufficiency of the proceedings shall be in writing and clearly set forth the irregularities and defects to which the objection is made. All written protests shall be filed with the Secretary of the Board on or before the time fixed for the Hearing. Written protests may be withdrawn in writing at any time before the conclusion of the Hearing.

If 50 percent or more of the registered voters, or six registered voters, whichever is more, residing within the District or if 50 percent or more of the registered voters or six registered voters, whichever is more, residing within the territory proposed for annexation, or if the owners of one-half or more of the area of land in the territory included in the District, or if the owners of one-half or more of the area of land in the territory proposed to be annexed, file written protests against the proposed annexation of territory to the District, and protests are not withdrawn so as to reduce the protests to less than a majority, no further proceedings shall be undertaken for a period of one year from the date of decision of the Board on the issues discussed at the Hearing.

Section 11. The Secretary of the Board is hereby directed to publish a notice (the "Notice") of the Hearing pursuant to Section 53322 of the California Government Code in a newspaper of general circulation published in the area of the Annexed Territory, being the San Diego Union-Tribune. Such publication shall be completed at least seven days prior to the date of the Hearing.

Section 12. The Secretary of the Board is hereby directed to transmit a copy of this Resolution to the City Council of the City of Encinitas, the County of San Diego and to the Board of Supervisors of the County of San Diego.

Section 13. A special election (the "Election") is hereby called for the Annexed Territory and the Associate Superintendent of Business of the School District is hereby authorized to conduct the Election (the "Election Official") as a mail ballot election on the propositions of levying a special tax on property within the Annexed Territory, incurring bonded indebtedness for the District in a maximum aggregate principal amount of \$50,000,000 and establishing an appropriations limit for the District. The proposed propositions relative to incurring indebtedness in the maximum aggregate principal amount of \$50,000,000, the rate and method of apportionment of the special tax and establishing an appropriations limit for the District shall be combined into one ballot proposition pursuant to Section 53353.5 of the Act. The ballot proposition is attached hereto as Exhibit C and hereby incorporated by reference. The members of the Board and their authorized representatives are, including the Election Official, and each of them acting alone is, hereby authorized to approve any changes in the ballot and any other informational materials submitted to the voters.

Section 14. The Election shall be held on December 3, 2013, to the extent that the time limit applicable to the Election is waived with the unanimous consent of the qualified electors of the proposed district and the concurrence of the Election Official conducting

the Election or if such consent is not obtained or otherwise such other date determined by this Board pursuant to a subsequent resolution. The Secretary of the Board is hereby directed to provide to the Election Official within three days of the adoption of this Resolution the following: (i) a copy of this Resolution, (ii) a certified map of sufficient scale and clarity to show the boundaries of the Annexed Territory, (iii) a sufficient description to allow the Election Official to determine the boundaries of the Annexed Territory and (iv) if requested by the Election Official, assessor's parcel numbers for the land within the Annexed Territory.

Section 15. Pursuant to Section 53326 of the Act, the vote shall be by the landowners of the Annexed Territory and each landowner who is the owner of record at the close of the Hearing, or the authorized representative thereof, shall have one vote for each acre or portion of an acre of land that he or she owns within the Annexed Territory. An owner of record shall be the owner of land on the last equalized assessment roll or otherwise known to be the owner of the land by the School District. The number of votes to be voted by a particular landowner shall be specified on the ballot provided to that landowner.

Section 16. The ballots for the Election shall be distributed to the landowners within the Annexed Territory either by mail with return postage prepaid or by personal service by the Election Official. The Election Official may certify the proper mailing of ballots by an affidavit, which shall constitute conclusive proof of mailing in the absence of fraud. The voted ballots shall be returned to the Election Official not later than 5:00 p.m. on the day of the Election.

Section 17. Notice of the Election shall be given as required by applicable law. The Secretary of the Board is directed to give notice of the Election by publishing a copy of this Resolution (without exhibits), as it may be amended or a summary of this Resolution one time, pursuant to Section 53352 of the California Government Code, in a newspaper or newspapers of general circulation published in the area of the District, being The San Diego Union-Tribune. Except as otherwise provided in the Act, the Election shall be called, held and conducted pursuant to the provisions of law regulating elections of the District. To the extent waived by the unanimous consent of all the landowners, there shall not be prepared and included in the ballot material provided to each voter an impartial analysis pursuant to Section 9500 of the California Elections Code, arguments and rebuttals, pursuant to Sections 7465, 9501 to 9507 inclusive, and 9509 of the California Elections Code or other applicable law. The Superintendent of the School District, or his designee, and each of them acting alone, is hereby authorized to provide to the Election Official the statement in compliance with Sections 9400 to 9405 of the California Elections Code and any other voter information required by the Election Official.

Section 18. The District shall constitute a single election precinct for the purpose of holding the Election unless the Election Official determines otherwise.

Section 19. The Election Official is hereby requested to take any and all steps necessary for the holding of the Election. The Election Official shall perform and render all services and proceedings incidental to and connected with the Election of the District with the cooperation and assistance of the Secretary of the Board. These services shall include, but not be limited to, the following activities as are appropriate to the Election:

1. Prepare and furnish to the election officer necessary election supplies for the conduct of the Election.

2. Cause to be printed the requisite number of official ballots, tally sheets and other necessary forms.
3. Furnish and address to mail official ballots to the qualified electors of the Annexed Territory.
4. Cause the official ballots to be mailed, as required by law.
5. Receive the returns of the Election and supplies.
6. Sort and assemble the election material and supplies in preparation for the canvassing of the returns.
7. Canvass the returns of the Election.
8. Furnish a tabulation of the number of votes given in the Election.
9. Make all arrangements and take the necessary steps to pay all costs of the Election incurred as a result of services performed for the Annexed Territory and pay costs and expenses of all election officials.
10. Conduct and handle all other matters relating to the proceedings and conduct of the Election in the manner and form as required by law.

Section 20. The members of the Board and their authorized representatives are, and each of them acting alone is, hereby authorized to execute any and all documents and agreements and do and perform any and all acts and things, from time to time, consistent with this Resolution and necessary or appropriate to carry the same into effect and to carry out its purposes.

ADOPTED, SIGNED AND APPROVED, this 3rd day of October, 2013.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL
DISTRICT ACTING AS THE
LEGISLATIVE BODY OF COMMUNITY
FACILITIES DISTRICT NO. 95-2

By: _____
Title: President

ATTEST:By: _____
Title: Recording Secretary

EXHIBIT A

DESCRIPTION OF FACILITIES

Necessary school facilities (including the purchase, construction, design, expansion, improvement or rehabilitation of facilities) to accommodate grade 7-12 students to be generated within the boundaries of the District, including Middle School, High School and Continuation and Adult School facilities (including land, interim and relocatable facilities), and associated administration, transportation and maintenance facilities and equipment (including buses).

EXHIBIT B

ITEM 17

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAXES
FOR COMMUNITY FACILITIES DISTRICT NO. 95-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

RATE AND METHOD OF APPORTIONMENT OF SPECIAL TAXES
FOR COMMUNITY FACILITIES DISTRICT NO. 95-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

An Annual Special Tax applicable to each Assessor's Parcel in Community Facilities District No. 95-2 of the San Dieguito Union High School District ("CFD No. 95-2") shall be levied and collected each Fiscal Year in an amount determined by the Board of Trustees (the "Board") of the San Dieguito Union High School District (the "District") acting in its capacity as the legislative body of CFD No. 95-2 through the application of the appropriate amount or rate of Annual Special Tax for Developed Property and Undeveloped Property as described below. All of the property in CFD No. 95-2, as depicted on the map of the boundaries thereof on file with the Secretary of the Board, unless exempted by law or by the provisions of Sections III. through V. hereof, shall be taxed for the purposes, to the extent and in the manner herein provided.

I. Definitions

"**Administrative Expenses**" means the expenses incurred by the District on behalf of CFD No. 95-2 related to the determination of the amount of the levy of Annual Special Taxes; the collection of the Annual Special Taxes, including the expenses of collecting delinquencies, and any amounts necessary to replenish the reserve fund; the administration of the bonds of CFD No. 95-2, including the payment of salaries and benefits of any employee of the District whose employment duties directly relate to the administration of community facilities districts of the District; and costs otherwise incurred in order to carry out the authorized purposes of CFD No. 95-2.

"**Alternate Prepayment Tax**" means the method for reducing the Maximum Special Tax for an Assessor's Parcel as provided for in Section III. C.

"**Annual Special Tax**" means the annual special tax to be levied in each Fiscal Year pursuant to Section IV. on each Assessor's Parcel classified as Developed Property and Undeveloped Property to pay, as applicable, the Bond Requirements, and to pay for the cost of constructing, leasing, and/or acquiring the Facilities.

"**Assessor's Parcel**" means a parcel of Residential Property designated on a map of the San Diego County Assessor's Office within the jurisdictional boundaries of the District which has been assigned a discrete identifying number.

"**Bond Requirements**" means the amount necessary in any Fiscal Year, taking into consideration anticipated delinquencies (i) to pay principal of and interest on the bonds at that time outstanding in CFD No. 95-2 or any certificates of participation or other obligations issued to finance the Facilities, (ii) to make any

deposits required to be made with respect to any reserve fund created with respect to such bonds or obligations, and (iii) to pay for Administrative Expenses.

"City" means individually the cities of Carlsbad, Encinitas, San Diego or whichever municipal jurisdiction has the authority to approve or regulate land development for parcels within CFD No. 95-2.

"County" means the County of San Diego.

"Developed Property" means any Assessor's Parcel in CFD No. 95-2 for which a building permit has been issued by the City or County as of June 30 of the previous Fiscal Year in which the Annual Special Tax is being levied.

"Exempt Property" means any Assessor's Parcel within the boundaries of CFD No. 95-2 which: (i) is property of the State, federal or other local governments or public agency, except as otherwise provided by Section 53317.3 of the Act, (ii) has been zoned, authorized or designated for a non-residential use on the applicable general plan, specific plan or community plan for which the City or the County utilizes and relies upon for land use planning purposes and for the approval of the development of real property, (iii) is "common area" of a common interest development as those terms are used and defined in Section 1351 of the California Civil Code or any similar subsequent legislation, (iv) is any property within CFD No. 95-2 which is Senior Citizen Housing, (v) is any Residential Property for which a final subdivision map pursuant to the California Subdivision Map Act, California Government Code Section 66433 et. seq. or any similar subsequent legislation has not been approved by the City or County, or (vi) is subject to a contract pursuant to Government Code Section 51200 ff. For purposes of interpreting Sections 53317.3 and 53317.5 of the Act, any Assessor's Parcel acquired by a public entity shall be deemed Exempt Property to the extent it is Undeveloped Property at the time of its acquisition,

"Facilities" means those school facilities (including land) and other facilities which CFD No. 95-2 is authorized by law to construct, lease, acquire, own or operate.

"Fiscal Year" means the period from July 1st of any calendar year through June 30th of the following calendar year.

"Legally Available Funds" means any funds; except Alternate Prepayment Taxes, available to CFD No. 95-2 to pay Bond Requirements, such as bond reserve fund earnings and other interest earnings not subject to arbitrage.

"Maximum Special Tax" means the maximum annual special tax, determined in accordance with Section III. that can be levied by the Board in any Fiscal Year on Developed Property and Undeveloped Property.

ITEM 17

"Multi-Family" means a Residential Property having a density of more than fifteen (15) residential units per gross acre.

"Residential Property" means any Assessor's Parcel of land located within the boundaries of CFD No. 95-2 at any time during which it is Zoned for residential purposes.

"Senior Citizen Housing" means any senior citizen housing, residential care facilities for the elderly, or multi-level facilities for the elderly which would be subject to the limitations on school fees set forth in Government Code Section 65995.1 on July 1 of any Fiscal Year during which Annual Special Taxes are levied.

"Single-Family" means a Residential Property having a density of fifteen (15) or less residential units per gross acre.

"Undeveloped Property" means all Residential Property within CFD No. 95-2 not classified as Developed Property, and not exempt from the Annual Special Tax pursuant to law or Section V. hereof.

"Zoned" means any Assessor's Parcel of land used, zoned, allowed or designated for a specific purpose on the applicable general plan, specific plan or community plan for which the City or the County utilizes and relies upon for planning purposes and for the approval of development of real property.

II. Classification of Property

On or before July 1 of each Fiscal Year, beginning July 1, 1995, the District shall classify all Residential Property on the following basis: Developed Property, Undeveloped Property, or Exempt Property.

III. Maximum Special Tax

A Maximum Special Tax may be levied up to the amounts specified in this Section III. on (i) Developed Property to the extent necessary to pay the Bond Requirements and to provide for the cost of constructing, leasing, and/or acquiring the Facilities pursuant to Section III. A. below and (ii) on Undeveloped Property to the extent necessary to pay the Bond Requirements pursuant to Section III. B. following.

ITEM 17

A. Developed Property: Maximum Special Tax

Beginning with the Fiscal Year commencing July 1, 1995, and each Fiscal Year thereafter, all Developed Property (except as otherwise provided in Section III. C.) shall be subject to an Annual Special Tax in each Fiscal Year up to and including an amount equal to the Maximum Special Tax for each such Developed Property type listed in Table 1 below.

Table 1

<u>Developed Property Type</u>	<u>Maximum Special Tax</u>
Single-Family	\$800
Multi-Family	\$218

B. Undeveloped Property: Maximum Special Tax

In the event that on July 1 of any Fiscal Year, the maximum projected revenues that can be generated from the levy of the Annual Special Tax for such Fiscal Year on all Developed Property together with all other Legally Available Funds of CFD No. 95-2 available to pay the Bond Requirements, shall be insufficient to pay the Bond Requirements for such Fiscal Year, then all Undeveloped Property shall be subject to an Annual Special Tax, for such Fiscal Year only, up to an amount not to exceed, per gross acre of Undeveloped Property (or a proportionate amount thereof for any portion of such gross acre), the lesser of (i) \$500 or (ii) the aggregate amount of the actual delinquencies in the payment of Annual Special Taxes for Developed Property for the prior Fiscal Year, divided by the total number of gross acres of Undeveloped Property in CFD No. 95-2.

C. Alternate Prepayment Tax for reducing the Maximum Special Tax

The owner of any Assessor's Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor's Parcel within five (5) business days from the time of issuance of the initial building permit with respect to such Assessor's Parcel provided that all delinquencies and charges of Annual Special Taxes due to date have been paid in full as determined by the District. The aggregate Maximum Special Tax obligation for each Developed Property type is listed in Table 2 below.

If an owner prepays fifty percent of the aggregate Maximum Special Tax obligation on any such Assessor's Parcel, the Maximum Special Tax for each Developed Property type shall be fifty percent of the applicable rate specified in Table 1, and the Assessor's Parcel shall thereafter be subject to an Annual Special Tax in each Fiscal Year in an amount equal to fifty

ITEM 17

percent of the Annual Special Tax on Developed Property of a similar type for which no Alternate Prepayment Tax has been paid, and as determined pursuant to Section III. A and IV., for the corresponding Fiscal Year. Prepayments of the aggregate Maximum Special Tax obligation collected pursuant to this Section III. C. may be used for any legal purposes of CFD No. 95-2.

Table 2

<u>Developed Property Type</u>	<u>Aggregate Maximum Special Tax obligation Amount for Fiscal Year 1995-96</u>
Single-Family	\$9,910
Multi-Family	\$2,700

Notwithstanding any of the above, the aggregate Maximum Special Tax obligation shall be adjusted in each Fiscal Year, commencing July 1, 1995, in proportion to changes in the Lee Saylor Cost of Construction Index for Class D Construction as measured in each Fiscal Year from the first of the preceding Fiscal Year. If said index is superseded or discontinued, the adjustment provided for herein shall be made by reference to the index used to determine variation in the cost of constructing public school improvements comparable to the Facilities as determined by the Board.

IV. Annual Apportionment of the Annual Special Tax to Developed Property and Undeveloped Property

Beginning with the Fiscal Year commencing July 1, 1995, and each Fiscal Year thereafter, the Board, acting as the legislative body of CFD No. 95-2, shall determine the Annual Special Tax to be collected in CFD No. 95-2 from all Developed Property and Undeveloped Property. The Board shall levy the Annual Special Tax in the following priority:

- First: From Assessor's Parcels of Developed Property by levying up to the Maximum Special Tax in Table 1 of Section III. hereof to meet the Bond Requirements, and to pay for the cost of constructing, leasing, and/or acquiring the Facilities.
- Second: If additional moneys are needed to pay the Bond Requirements, Legally Available Funds shall be used.

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Third: If additional moneys are needed, the Annual Special Tax may be levied on Assessor's Parcels of Undeveloped Property pursuant to Section III. B.

V. Limitations

The Board shall not impose any Annual Special Tax on any Exempt Property. Under no circumstances will the Annual Special Tax levied against any Assessor's Parcel of Developed Property be increased by more than ten percent (10%) as a consequence of delinquency or default by the owner of any other Assessor's Parcel(s) within CFD No. 95-2.

The Annual Special Tax may be levied on any Assessor's Parcel for a period not to exceed 35 years commencing the first Fiscal Year in which the Annual Special Tax is levied on such Assessor's Parcel of Developed Property and ending at the close of the 35th Fiscal Year; provided, however that the expiration of such period shall not extinguish or otherwise effect the rights of the District or CFD No. 95-2 to collect any delinquent Annual Special Taxes or penalties or interest thereon.

VI. Appeals and Interpretation Procedure

Any taxpayer whose property is subject to the levy of the Annual Special Tax and who claims that the amount or application of the Annual Special Tax has not been properly computed may file a notice with the Board appealing the levy of the Annual Special Tax. The Superintendent of the District or his or her designee will promptly review the claim and, if necessary, meet with the claimant and decide the appeal. If the findings of the Superintendent or his or her designee support a determination that the amount of application of the Annual Special Tax should be modified or changed, the Annual Special Tax levy shall be so modified or changed and, if applicable, a refund of prior Annual Special Tax payment shall be granted and made from available funds of CFD No. 95-2. If a claimant disagrees with the findings and determination of the Superintendent or his or her designee, the claimant may appeal such determination to the Board and the decision of the Board shall be final.

Interpretation of this rate and method of apportionment may be made by the Board by resolution thereof for the purpose of clarifying any vagueness or ambiguity as it relates to the application of the Annual Special Tax, the application of the method of apportionment, the classification of any property, or any definition contained herein.

VII. Collection of Special Tax

The Annual Special Tax shall be levied and collected in the same manner as ordinary ad valorem property taxes are levied and collected by the County. Notwithstanding any provision to the contrary herein, CFD No. 95-2 may collect any Annual Special Tax at a different time and/or in a different manner if necessary to meet its financial obligations. All Annual Special Taxes shall be subject to the same penalties and lien priorities in the case of delinquency as is provided for ad valorem taxes; provided, however, CFD No. 95-2 may covenant for the benefit of bondholders to commence and diligently pursue to completion judicial foreclosure proceedings for the payment of delinquent installments of Annual Special Taxes.

EXHIBIT C

COMMUNITY FACILITIES DISTRICT NO. 95-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SPECIAL TAX AND BOND ELECTION
December 3, 2013

To vote, stamp a cross (+) in the voting square after the word "YES" or after the word "NO". All marks otherwise made are forbidden. All distinguishing marks are forbidden and make the ballot void.

If you wrongly mark, tear or deface this ballot, return it to the Associate Superintendent of Business Services of the San Dieguito Union High School District to obtain another.

MEASURE SUBMITTED TO VOTE OF VOTERS

Proposition No. EE: Shall Community Facilities District No. 95-2 of the San Dieguito Union High School District incur an indebtedness and issue bonds in the maximum aggregate principal amount of \$50,000,000, for a maximum term of not more than 35 years with interest not to exceed the maximum interest rate permitted by law, the proceeds of which will be used to pay for the cost of acquiring, leasing and/or construction school facilities and equipment and other facilities to be used in conjunction with school facilities and for certain incidental expenses; shall a special tax as provided in the Resolution of Formation with respect to the District be levied to pay the principal of and interest on such bonds and to pay for leasing, construction and/or acquisition of the facilities and equipment described above; shall an appropriations limit be established for the District equal to the amount of all proceeds of the special tax collected annually as adjusted for changes in the cost of living and changes in population.

YES:

NO:

**THIS BALLOT HAS A VALUE OF 8 VOTES BASED
UPON 7.73 ACRES OF LAND OWNED BY THE VOTER WITHIN
THE COMMUNITY FACILITIES DISTRICT**

**COMMUNITY FACILITIES DISTRICT NO. 95-2
ANNEXATION NO. 20
“Fiore”**

ANNEXATION SCHEDULE

October 3, 2013 Board Meeting

Adopt Resolution of Intention

October 11, 2013

Deadline to record map

November 7, 2013*

Deadline to Publish Notice of Public Hearing

November 14, 2013 Board Meeting*

Public Hearing

Adopt Resolution of Annexation

December 3, 2013*

Special Election

December 12, 2013 - Board Meeting*

Certify Election Results

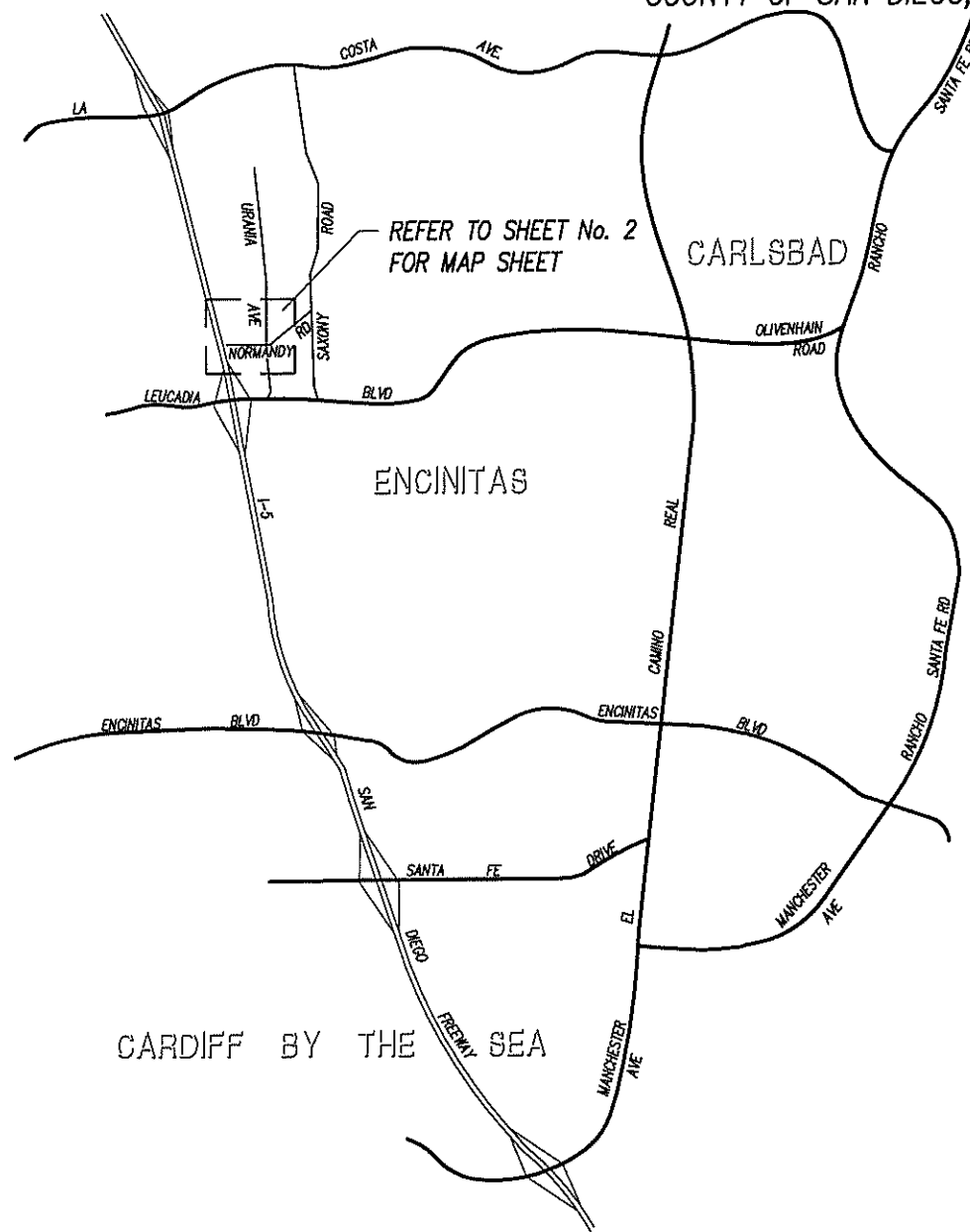
December 18, 2013

Deadline to record Notice of Special Tax Lien

*Dates specifically identified in the Resolution of Intention that would take additional Board action to change/amend.

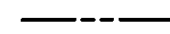
AMENDED
MAP OF BOUNDARIES OF COMMUNITY FACILITIES
DISTRICT No. 95-2 ANNEXATION No. 20
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COUNTY OF SAN DIEGO, STATE OF CALIFORNIA

BATIQUITOS LAGOON



LEGEND:

LIMITS OF REFERENCE PARCELS



ASSESSORS BOOK - PAGE

255-222

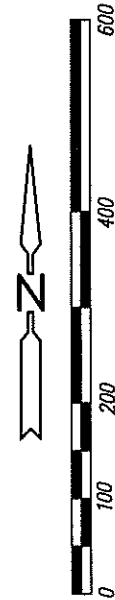
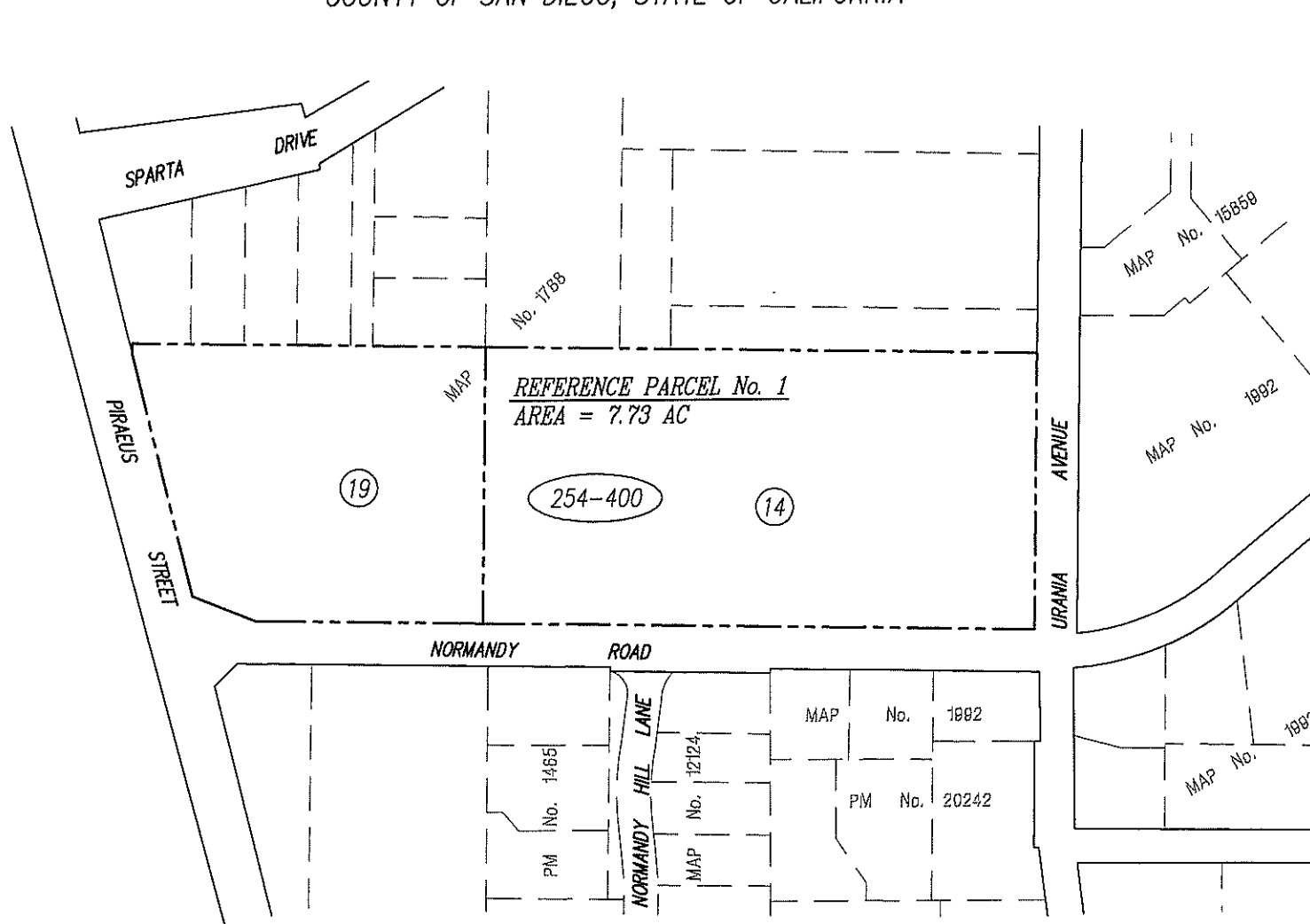
PARCEL TO BE INCLUDED
WITHIN PROPOSED BOUNDARIES
OF SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT ANNEXATION No. 20

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CARDIFF BY THE SEA

JOB No. 13-070 9/24/13
SOWARDS & BROWN ENGINEERING
 CONSULTING ENGINEERS
 2187 NEWCASTLE AVENUE SUITE 103
 CARDIFF BY THE SEA, CA., 92007
 TEL. 760/436-8500 FAX 760/436-8603

AMENDED
MAP OF BOUNDARIES OF COMMUNITY FACILITIES
DISTRICT No. 95-2 ANNEXATION No. 20
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COUNTY OF SAN DIEGO, STATE OF CALIFORNIA



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 TEL. 760/436-8500 FAX 760/436-8603

SOWARDS AND BROWN ENGINEERING

ITEM 17

September 24, 2013

**OWNERS LIST
FOR
COMMUNITY FACILITIES DISTRICT NO. 95-2
ANNEXATION NO. 20
OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT, COUNTY OF SAN DIEGO, STATE OF CALIFORNIA**

OWNERS & ADDRESS (REF. PARCEL NO.)	ASSESSORS PARCELS	ACREAGE (ACRES)	TOTAL VOTES
Lennar Homes of California, Inc. 25 Enterprise, Ste 100 Aliso Viejo, CA 92656 <u>(REFERENCE PARCEL NO. 1)</u>	254-400-14 254-400-19	4.83 2.90	5 3
	TOTAL	7.73	8

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San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 25, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: Delores Perley, Director of Finance
Eric R. Dill, Assoc. Supt./Business Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: ADOPTION OF 2013-14 DISTRICT GENERAL FUND
BUDGET FALL REVISION

EXECUTIVE SUMMARY

The Board of Trustees approved the Adopted Budget for 2013-14 on June 20, 2013, before the books were closed for 2012-13. At the time of budget adoption, the District made certain assumptions for budget development based on the State budget. Since the Board of Trustees approved the 2013-14 budget, the state budget trailer bills have been released. Some additional information is now available regarding the Local Control Funding Formula (LCFF). Those assumptions are now included in the budget for Fall Revision. The Fall Revision also incorporates changes necessary after the close of the 2012-13 year and the beginning of the 2013-14 year, including carryover amounts from the closing of 2012-13.

Revisions included in this Fall Budget Revision are:

- The beginning fund balance is changed as a result of closing the books for 2012-13. The balance is up by over \$4.8M. This is due to additional revenue in property taxes and other state income, savings in utility costs, donation carryover, and carryover from restricted programs.
- Education Protection Account (EPA) revenue is included for 2013-14.
- Federal Income is increased by \$632K due to carryover amounts from 2012-13 and higher estimated allocations.
- Other State Income is increased by \$3M, due to Common Core State Standards one-time funding and changes to other state revenue and the Fair Share Contribution attributed to LCFF.
- Estimated cost of encroachment has increased overall due to increased Special Education staffing costs, an encroachment for EIA due to loss of state revenue, and an increase in the Routine Restricted Maintenance for staffing costs.

ITEM 18

- Certificated salaries have increased due to the addition of the special education teachers and Common Core State Standards Professional Development.
- Classified salaries have increased due to the additional special education instructional aides needed for incoming students.
- Employee benefits have also increased due to the salary increases.
- Books and Supplies have increased by \$4.2M, due to the 2012-13 unspent restricted allocations, carryover amounts that have now been included in the budget, Common Core one-time funding, as well as additional donation revenue received. The carryover amounts were reserved as part of the 2012-13 Ending Balance, as this occurs each year.
- The effect the changes to revenue and expenditures have on the total general fund reserve balance for 2013-14 is an increase, from 5.33% to 9.53%.

The unrestricted ending balance as of June 30, 2014 is now projected to be \$10.3M. While this increase is welcome, the District is still operating with a structural deficit and the additional reserves will be considered as we begin the process to develop the 2014-15 budget.

To illustrate the ongoing budget challenges the District will face in coming years, staff has prepared a multi-year projection to help analyze the impacts on revenue, expenses, deficits and reserves. This is not a requirement of the Fall Revision, but we are conducting more frequent evaluations as conditions change which might affect our long-term financial outlook. Using the most current assumptions, the District is able to meet its financial obligations and maintain the minimum required reserve in the current and two subsequent fiscal years. The Board will notice, that the trend of deficit spending continues which is supported by using reserves in order to sustain programs.

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Revenue	103,190,822	104,616,828	103,461,109	105,946,803
Expenditures	<u>102,720,527</u>	<u>108,478,997</u>	<u>105,331,859</u>	<u>106,877,915</u>
Excess / (Deficit)	470,294	(3,862,169)	(1,870,750)	(931,112)
Beginning Reserves	13,727,475	14,197,769	10,335,600	8,464,850
Ending Reserves	14,197,769	10,335,600	8,464,850	7,533,738

RECOMMENDATION:

It is recommended that the Board adopt the 2013-14 District General Fund Budget Fall Revision, as shown in the attached supplements.

FUNDING SOURCE:

General Fund/Unrestricted; General Fund/Restricted

General Fund Revenue & Expenditures - 2013-2014 Fall Revision

	2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
PROJECTED INCOME							
Revenue Limit / Property Tax	78,939,930	1,873,355	80,813,285	81,306,330	1,873,355	83,179,685	2,366,400
Federal Income	677,560	3,416,024	4,093,584	677,560	4,048,883	4,726,443	632,859
Other State Income	2,660,261	1,984,670	4,644,931	3,596,794	4,073,366	7,670,160	3,025,229
Local Income	1,358,899	6,696,935	8,055,834	1,412,112	6,862,840	8,274,952	219,118
Transfers	765,588	0	765,588	765,588	0	765,588	0
Encroachment	(14,734,159)	14,734,159	0	(15,688,926)	15,688,926	0	0
TOTAL PROJECTED INCOME	69,668,079	28,705,143	98,373,222	72,069,458	32,547,370	104,616,828	6,243,606
PROJECTED EXPENDITURES							
Certificated Salaries	40,566,745	8,504,693	49,071,438	40,432,517	9,448,216	49,880,733	809,295
Classified Salaries	9,192,098	6,428,903	15,621,001	9,249,896	6,564,236	15,814,132	193,131
Benefits	15,302,144	5,082,375	20,384,519	15,315,097	5,293,951	20,609,048	224,529
Books & Supplies	1,378,490	1,561,857	2,940,347	2,176,023	4,930,210	7,106,233	4,165,886
Services & Operating Expenses	6,609,338	6,056,636	12,665,974	6,510,080	6,140,269	12,650,349	(15,625)
Capital Outlay	44,000	0	44,000	159,822	0	159,822	115,822
Other Outgo	1,188,001	1,070,679	2,258,680	1,156,965	1,101,715	2,258,680	0
Categorical	0	0	0	0	0	0	0
TOTAL PROJECTED EXPENDITURES	74,280,816	28,705,143	102,985,959	75,000,400	33,478,597	108,478,997	5,493,038
Estimated Unspent	0	0	0	0	0	0	0
Expenditures (over/under) Revenue	(4,612,737)	0	(4,612,737)	(2,930,942)	(931,227)	(3,862,169)	750,568
FUND BALANCE, RESERVES:							
Beginning Balance - July 1	10,105,453	0	10,105,453	13,266,542	931,227	14,197,769	4,092,316
Audit Adjustment	0	0	0	0	0	0	0
Adjusted Beginning Balance	10,105,453	0	10,105,453	13,266,542	931,227	14,197,769	4,092,316
Projected Ending Balance - June 30	5,492,716	0	5,492,716	10,335,600	0	10,335,600	4,842,884
COMPONENTS OF THE ENDING BALANCE:							
<i>Nonspendable:</i>							
Revolving Cash Fund 9130	180,000		180,000	180,000		180,000	0
Stores Inventory 9320	1,000		1,000	1,000		1,000	0
<i>Restricted:</i>							
Reserve for categorical programs		0	0		0	0	0
<i>Assigned:</i>							
Basic Aid Reserve (3.0%)	0		0	3,254,370		3,254,370	3,254,370
MITI Implementation Reserve	0		0	1,021,700		1,021,700	
EPA Reserve	2,404,936		2,404,936	0		0	(2,404,936)
<i>Unassigned:</i>							
Recommended Min Reserve (4.5%)	4,634,368		4,634,368	4,881,555		4,881,555	247,187
Total Components	7,220,304	0	7,220,304	9,338,625	0	9,338,625	2,118,321
RESERVE FOR ECONOMIC UNCERTAINTIES	(1,727,588)	0	(1,727,588)	996,975	0	996,975	2,724,563
	-1.68%	0.00%	-1.68%	0.92%	0.00%	0.92%	2.60%

ITEM 18

REVENUE LIMIT SOURCES

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8011		STATE AID	(39,236)		(39,236)	(39,236)		(39,236)	0
8012		EPA STATE AID CURRENT YEAR	0		0	2,366,400		2,366,400	2,366,400
8021		HOMEOWNERS' EXEMPTION	763,994		763,994	763,994		763,994	0
8041		SECURED TAXES	76,914,252		76,914,252	76,914,252		76,914,252	0
8042		UNSECURED TAXES	2,751,762		2,751,762	2,751,762		2,751,762	0
8043		PRIOR YEAR TAXES	10,169		10,169	10,169		10,169	0
8044		SUPPLEMENTAL TAXES			0			0	0
8045		ED REV AUGMENT FUNDS(ERAF)			0			0	0
8046		SUPPL ED REV AUGMENT FUNDS(SERAF)	0		0	0		0	0
8047		COMMUNITY REDEVELOPMENT FUNDS	38,739		38,739	38,739		38,739	0
8082		OTHER TAXES	500		500	500		500	0
8089		50% RECAPTURE, OTHER TAXES	(250)		(250)	(250)		(250)	0
8091		SPECIAL ED ADA	(1,500,000)	1,500,000	0	(1,500,000)	1,500,000	0	0
8092		PERS REDUCTION TRANSFER			0			0	0
8096		XFER TO CHT SCH INLIEU PROP TX	0	0	0	0	0	0	0
8097		SPECIAL ED EXCESS TAX		373,355	373,355		373,355	373,355	0
		TOTAL-REVENUE LIMIT SOURCES	78,939,930	1,873,355	80,813,285	81,306,330	1,873,355	83,179,685	2,366,400

FEDERAL INCOME

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8290-000	0000-024		5,000		5,000	5,000		5,000	0
8290 006	0000 012		672,560		672,560	672,560		672,560	0
8290 000	3010 000			728,863	728,863		774,011	774,011	45,148
8290 002	3010 000			0	0		349,822	349,822	349,822
8290 000	3185-000			0	0		0	0	0
8290 001	3185-000	D		0	0		17,500	17,500	17,500
8290 002	3185-000	D		0	0		32,500	32,500	32,500
8181 000	3310 000			1,850,517	1,850,517		1,850,517	1,850,517	0
8181 001	3310 312			0	0		203,028	203,028	203,028
8181 000	3311 000			106,783	106,783		106,783	106,783	0
8182 000	3327 000			137,843	137,843		137,843	137,843	0
8290 000	3410 000			196,416	196,416		196,416	196,416	0
8290 000	3550 001			113,444	113,444		113,444	113,444	0
8290 000	3550 002			4,968	4,968		4,968	4,968	0
8290 000	4035 000			185,700	185,700		154,642	154,642	(31,058)
8290 002	4035 000			0	0		9,913	9,913	9,913
8290 000	4036 000			5,646	5,646		0	0	(5,646)
8290 001	4036 000	D		0	0		7,179	7,179	7,179
8290 002	4036 000			0	0		0	0	0
8290 000	4045 000			1,752	1,752		1,752	1,752	0
8290 002	4045 000				0			0	0
8290 000	4047-000	D			0			0	0
8290 001	4110 000	D			0			0	0
8290 002	4110 000	P			0			0	0
8290 000	4201 000			23,525	23,525		24,200	24,200	675
8290 001	4201 000	D			0			0	0
8290 002	4201 000			0	0		0	0	0
8290 000	4203 000			60,567	60,567		64,365	64,365	3,798
8290 001	4203 000	D			0			0	0
8290 002	4203 000			0	0		0	0	0
			677,560	3,416,024	4,093,584	677,560	4,048,883	4,726,443	632,859

D DEFERRED

OTHER STATE INCOME

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8590 000	0000 000		610,166		610,166	610,166		610,166	0
8590 002	0000 000		0		0			0	0
8590 005	0000 000		(6,286,133)		(6,286,133)	0		0	6,286,133
8590 006	0000 012		918,068		918,068	918,068		918,068	0
8590 002	0000 023		0		0	0		0	0
8590 000	0000 024		6,122		6,122	6,122		6,122	0
8550 000	0000-000		585,722		585,722	585,722		585,722	0
8590 000	09XX 000		5,349,600		5,349,600	0		0	(5,349,600)
8560 000	1100 000		1,476,716		1,476,716	1,476,716		1,476,716	0
8560 000	6300 000			357,270	357,270		357,270	357,270	0
8590 003	6512 000			695,584	695,584		695,584	695,584	0
8590 000	6520 000			292,190	292,190		292,190	292,190	0
8590 000	6530 000			1,789	1,789		1,789	1,789	0
8590 000	6535 000			4,618	4,618		4,618	4,618	0
8590 000	6690 000			215,191	215,191		215,191	215,191	0
8590 001	6690-000	D			0		13,724	13,724	13,724
8590 002	6690 000			0	0		0	0	0
8311 000	7090 000			398,028	398,028		0	0	(398,028)
8311 005	7090 000			0	0		0	0	0
8311 000	7230 000			482,709	482,709		0	0	(482,709)
8311 005	7230 000			(482,709)	(482,709)		0	0	482,709
8311 000	7240 000			59,185	59,185		0	0	(59,185)
8311 005	7240 000			(59,185)	(59,185)		0	0	59,185
8590 000	7405-000			0	0		2,473,000	2,473,000	2,473,000
8590 000	7810 004			20,000	20,000		20,000	20,000	0
			2,660,261	1,984,670	4,644,931	3,596,794	4,073,366	7,670,160	3,025,229

D DEFERRED

ITEM 18

LOCAL INCOME

Object	Resource		2013-2014			2013-2014			Change
			Adopted Budget			Fall Revision			
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8631 000	0000-000	SALE OF EQUIPMENT & SUPPLIES	10,000		10,000	10,000	0	10,000	0
8650 XXX	0000 634/5	M & O FIELD USE	80,000		80,000	80,000	0	80,000	0
8650 000	0100 XXX	LEASES AND RENTALS-SITE USE	0		0	7,836	0	7,836	7,836
8660 XXX	0000 000	INTEREST	320,000	0	320,000	320,000	0	320,000	0
8675 001	7230 002	TRANSPORT.SERVICES PARENT PAY		525,000	525,000	0	525,000	525,000	0
8677 000	6500 007	SP ED, NCCSE			0	0	0	0	0
8677 004	0100 038	INT/AGY PRIVATE CONTRACTOR	75,000		75,000	75,000	0	75,000	0
8677 010	6500 004	COASTAL LEARNING ACADEMY		100,000	100,000	0	100,000	100,000	0
8677 012	7230 009	I/A TRASPORTATION HTS			0	0	0	0	0
8677 012	7240 002	SP ED, TRANSPORTATION			0	0	0	0	0
8677 014	0100 051	ADMIN DEV FEES RSF/SB	1,500		1,500	1,500	0	1,500	0
8689 001	0100 039	OTHER PARKING FINES-TP			0	0	0	0	0
8689 001	0100 052	OTHER PARKING FINES-CCA			0	0	0	0	0
8689 001	0100 054	OTHER PARKING FINES-LCC			0	0	0	0	0
8689 001	0100 055	OTHER PARKING FINES-SDA			0	0	0	0	0
8689 005	0100 050	STUDENT PARKING FEES-TP			0	0	0	0	0
8689 010	0100 048	STUDENT PARKING FEES-LCC			0	7,530	0	7,530	7,530
8689 013	0100 049	STUDENT PARKING FEES-SDA			0	0	0	0	0
8689 014	0100 047	STUDENT PARKING FEES-CCA			0	4,083	0	4,083	4,083
8689 050	0000 300	TRANSP FEES-ATHL-TP	115,000		115,000	115,000	0	115,000	0
8689 100	0000 300	TRANSP FEES-ATHL-LCC	100,000		100,000	100,000	0	100,000	0
8689 130	0000 300	TRANSP FEES-ATHL-SDA	42,000		42,000	42,000	0	42,000	0
8689 140	0000 300	TRANSP FEES-ATHL-CCA	80,000		80,000	80,000	0	80,000	0
8699 000	0100 030	22ND AGR DIST NON COOP*	0		0	0	0	0	0
8699 000	9010 011-14	SB70 CAREER DEV/ WIP PARTNERSHIP GRANT	0		0	0	165,905	165,905	165,905
8699 700	0000 012	CAPITAL FUNDS FOR SOLAR	0		0	0	0	0	0
8699 XXX	XXXX XXX	OTHER LOCAL INCOME	465,000	27,000	492,000	498,764	27,000	525,764	33,764
8710 000	6500 008	SP ED, SEAS		20,000	20,000	0	20,000	20,000	0
8782 000	9025 XXX	ROP COUNTY OFFICE		1,575,458	1,575,458	0	1,575,458	1,575,458	0
8782 XXX	1100 001	ROP LOTTERY TRANSFER	70,399		70,399	70,399	0	70,399	0
8782 XXX	6300 001	ROP RESTRICTED LOTTERY			0	0	0	0	0
8783 000	0000 000	ALL OTHER TRANSFERS FROM JPA			0	0	0	0	0
8792 000	6500 000	SPECIAL EDUCATION		4,449,477	4,449,477	0	4,449,477	4,449,477	0
		TOTAL LOCAL REVENUE	1,358,899	6,696,935	8,055,834	1,412,112	6,862,840	8,274,952	219,118
8919 016	0000 000	I/TRANSF SELF INS FD	0	0	0	0	0	0	0
8919 021	0000 000	TRANSFER FROM BOND FUNDS FOR SOLAR	765,588	0	765,588	765,588	0	765,588	0
		SUBTOTAL TRANSFERS	765,588	0	765,588	765,588	0	765,588	0
8980 000	0000 000	UNRESTRICTED CONTRIBUTIONS	(14,940,215)		(14,940,215)	(15,891,855)	0	(15,891,855)	(951,640)
8980 000	1100-001	ROP LOTTERY TRANSFER	(70,399)	0	(70,399)	(70,399)	0	(70,399)	0
8980 000	6500 000	CONTRIBUTION TO SPEC. ED. FOR ENCROACHMENT		7,876,765	7,876,765		8,369,522	8,369,522	492,757
8980 000	6512 000	SPED MENTAL HEALTH SERVICES		1,425,029	1,425,029		1,425,029	1,425,029	0
8980 000	7090 000	CONTRIBUTION TO EIA			0		432,822	432,822	432,822
8980 000	7230 000	CONTRIBUTION TO H-T-S TRANSPORTATION		116,815	116,815		620,829	620,829	504,014
8980 005	7230 000	CONTRIBUTION TO HTS. TRANSP. FAIR SHARE		482,709	482,709		0	0	(482,709)
8980 000	7240 000	CONTRIBUTION TO SP. ED. TRANSP. FOR ENCROACH.		2,729,116	2,729,116		2,722,862	2,722,862	(6,254)
8980 005	7240 000	CONTRIBUTION TO SP. ED. TRANSP. FAIR SHARE		59,384	59,384		0	0	(59,384)
8980 000	8150 000	CONTRIBUTION TO ROUTINE REPAIR FOR ENCROACH.		2,250,397	2,250,397		2,320,791	2,320,791	70,394
8980 000	9025 XXX	ROP LOTTERY TRANSFER		70,399	70,399		70,399	70,399	0
8990 000	3310 000	SPECIAL ED: IDEA PL 94-142		(293,595)	(293,595)		0	0	293,595
8990 000	3312 000	SPECIAL ED: IDEA EARLY INTERVENTION		293,595	293,595		0	0	(293,595)
8990 007	9025 000	ROP TIER III REVENUE		(276,455)	(276,455)		(273,328)	(273,328)	3,127
8990 007	0000 000	ROP TIER III REVENUE	276,455		276,455	273,328		273,328	(3,127)
		SUBTOTAL ENCROACHMENT	(14,734,159)	14,734,159	0	(15,688,926)	15,688,926	0	0
		TOTAL TRANSFERS	(13,968,571)	14,734,159	765,588	(14,923,338)	15,688,926	765,588	0
		TOTAL ALL REVENUE W/O TEMP TRSFERS	69,668,079	28,705,143	98,373,222	72,069,458	32,547,370	104,616,828	6,243,606
		OTHER I/F TRANSFERS IN-TEMP			0			0	0
		TOTAL REVENUE WITH ALL TRANSFERS	69,668,079	28,705,143	98,373,222	72,069,458	32,547,370	104,616,828	6,243,606

CERTIFICATED SALARIES

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
1100 000		TEACHERS' SALARIES	33,345,501	7,835,195	41,180,696	33,221,209	8,506,531	41,727,740	547,044
1100 033		EL STIPEND	475,000	0	475,000	475,000	0	475,000	0
1200 000		PUPIL SUPPORT: LIBRARIANS	2,842,056	52,390	2,894,446	2,812,617	52,511	2,865,128	(29,318)
1300 000		SUPERVISORS, ADMIN: SCHOOL ADMINISTRATORS SUPERINTENDENTS ADMINISTRATORS	3,353,594	383,455	3,737,049	3,333,464	397,563	3,731,027	(6,022)
1900 000		OTHER CERTIFICATED	550,594	233,653	784,247	590,227	491,611	1,081,838	297,591
		TOTAL-OBJECT CODE 1000	40,566,745	8,504,693	49,071,438	40,432,517	9,448,216	49,880,733	809,295

CLASSIFIED SALARIES

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
2100 000		INSTRUCTIONAL AIDES	861,000	2,353,241	3,214,241	861,000	2,447,954	3,308,954	94,713
2200 000		CLASSIFIED SUPPORT: MAINTENANCE & OPERATIONS INSTR. MEDIA / LIBRARY TRANSPORTATION	2,914,021	3,525,719	6,439,740	2,945,180	3,494,051	6,439,231	(509)
2300 000		SUPERVISORS AND ADMINISTRATORS' SALARIES	811,849	261,768	1,073,617	760,895	328,565	1,089,460	15,843
2400 000		CLERICAL & OFFICE PERSONNEL	4,278,397	288,175	4,566,572	4,353,186	293,666	4,646,852	80,280
2900 000		OTHER CLASSIFIED	326,831	0	326,831	329,635	0	329,635	2,804
		TOTAL-OBJECT CODE 2000	9,192,098	6,428,903	15,621,001	9,249,896	6,564,236	15,814,132	193,131

EMPLOYEE BENEFITS

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
3100 000		STATE TEACHERS' RETIREMENT SYS	3,728,912	699,911	4,428,823	3,711,776	778,524	4,490,300	61,477
3200 000		PUBLIC EMPLOYEE RETIREMENT SYS	1,067,101	664,314	1,731,415	1,070,459	674,339	1,744,798	13,383
3311/2 000		SOCIAL SECURITY	625,396	404,837	1,030,233	626,138	413,289	1,039,427	9,194
3321/2 000		MEDICARE	687,503	200,455	887,958	713,965	219,277	933,242	45,284
3400 000		INC PROTCT+CERT DNTAL+LIFE	529,723	128,650	658,373	510,812	141,044	651,856	(6,517)
3500 000		UNEMPLOYMENT INSURANCE	72,926	7,478	80,404	72,805	8,013	80,818	414
3600 000		WORKERS' COMPENSATION	996,094	267,946	1,264,040	992,377	287,265	1,279,642	15,602
3700 000		RETIREE BENEFITS (H & W)	572,160	142,262	714,422	572,292	147,230	719,522	5,100
3800 000		PERS REDUCTION	0	0	0	0	0	0	0
3900 000		FLEX ACCOUNTS	7,022,329	2,566,522	9,588,851	7,044,473	2,624,970	9,669,443	80,592
		TOTAL-OBJECT CODE 3000	15,302,144	5,082,375	20,384,519	15,315,097	5,293,951	20,609,048	224,529

BOOKS AND SUPPLIES

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
4100 000		TEXTBOOKS (7-8 + 9-12)	0	82,270	82,270	0	82,270	82,270	0
4200 000		BOOKS OTHER THAN TEXTBOOKS	450	228,400	228,850	450	280,400	280,850	52,000
4300 000		MATERIALS & SUPPLIES LOTTERY INSTRUCTIONAL MTRLS OTHER SUPPLIES PUPIL TRANSPORTATION SUPPLIES GIFTS & DONATIONS	1,081,748	1,086,413	2,168,161	1,877,781	2,439,972	4,317,753	2,149,592
4300 999		ESTIMATED UNSPENT	0	101,476	101,476	0	2,065,620	2,065,620	1,964,144
4400 000		NON-CAPITALIZED EQUIP (under \$5,000)	296,292	63,298	359,590	297,792	61,948	359,740	150
		TOTAL-OBJECT CODE 4000	1,378,490	1,561,857	2,940,347	2,176,023	4,930,210	7,106,233	4,165,886

SERVICES AND OPERATING EXPENSES

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
5100 000		SUBAGREEMENT FOR SERVICES	355,500	0	355,500	355,500	0	355,500	0
5200 000		TRAVEL/CONFERENCES/INSERVICE TRNG	144,851	72,593	217,444	117,351	94,811	212,162	(5,282)
5300 000		DISTRICT DUES & MEMBERSHIP	46,060	800	46,860	53,860	1,004	54,864	8,004
5400 000		INSURANCE	501,708	0	501,708	501,708	0	501,708	0
5500 000		UTILITIES	2,067,000	0	2,067,000	2,067,000	600	2,067,600	600
5600 000		RENTALS, LEASES & REPAIRS	720,211	76,550	796,761	678,761	107,361	786,122	(10,639)
5700 000		INTER-PROGRAM SERVICES	330,700	(347,700)	(17,000)	330,700	(347,700)	(17,000)	0
5800 000		PROF./CONSULTING & OTHER SERVICES & OPERATING EXPENSES, INSTRUCTIONAL CONSULT. & LECT.	2,116,128	6,229,213	8,345,341	2,079,970	6,259,013	8,338,983	(6,358)
5900 000		COMMUNICATIONS: VOICE, DATA & POSTAGE	327,180	25,180	352,360	325,230	25,180	350,410	(1,950)
		TOTAL-OBJECT CODE 5000	6,609,338	6,056,636	12,665,974	6,510,080	6,140,269	12,650,349	(15,625)

CAPITAL OUTLAY

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
6100 000		SITES & IMPROVEMENT OF SITE	0	0	0	0	0	0	0
6200 000		IMPROVEMENT	0	0	0	0	0	0	0
6400 000		EQUIPMENT	36,000	0	36,000	151,822	0	151,822	115,822
6500 000		EQUIPMENT REPLACEMENT	8,000	0	8,000	8,000	0	8,000	0
		TOTAL-OBJECT CODE 6000	44,000	0	44,000	159,822	0	159,822	115,822

OTHER OUTGO

ITEM 18

Object	Resource		2013-2014 Adopted Budget			2013-2014 Fall Revision			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
7130 000	XXXX XXX	STATE SPECIAL SCHOOLS	6,843	0	6,843	6,843	0	6,843	0
7141 000	65XX XXX	SPED OTH TUIT- DEFIC PMTS-SCH	0	156,748	156,748	0	156,748	156,748	0
7142 000	6500 000	SPED OTH TUIT-X COST	0	519,784	519,784	0	519,784	519,784	0
7142 000	6500 001	OTHER TUITION & SPEC. ED EXCESS COS	0	12,330	12,330	0	12,330	12,330	0
7142 000	6512 000	SPED MENTAL HEALTH OTH TUIT-X COST	0	106,605	106,605	0	106,605	106,605	0
7310 001	XXXX XXX	DIRECT SUPPORT/INDIRECT COSTS	(275,212)	275,212	0	(306,248)	306,248	0	0
7350 011	XXXX XXX	ADULT ED INDIRECT - FUND 11-00	(30,154)	0	(30,154)	(30,154)	0	(30,154)	0
7350 013	XXXX XXX	FOOD SERVICE INDIRECT FD 13-00	(140,000)	0	(140,000)	(140,000)	0	(140,000)	0
7438 000	XXXX XXX	SOLAR PROJ DEBT SVC INT	840,936	0	840,936	840,936	0	840,936	0
7439 000	XXXX XXX	SOLAR PROJ OTH DEBT SVC PRINC.	765,588	0	765,588	765,588	0	765,588	0
7619 030	0000 800	INTERFD-TRSF-TO DED. INS.	20,000	0	20,000	20,000	0	20,000	0
		TOTAL-OBJECT CODE 7000	1,188,001	1,070,679	2,258,680	1,156,965	1,101,715	2,258,680	0
		TOTAL-ALL EXPENDITURES	74,280,816	28,705,143	102,985,959	75,000,400	33,478,597	108,478,997	0
		GRAND TOTAL-ALL EXPENDITURES	74,280,816	28,705,143	102,985,959	75,000,400	33,478,597	108,478,997	0

General Fund Revenue & Expenditures - 2013-2014 Fall Revision
Business Services Division
Finance Department

2013-2014
Fall Revision
Summary of Changes

Income:	<u>Adopted Budget</u>	<u>Fall Revision</u>	<u>Summary of Changes</u>	
Revenue Limit	80,813,285	83,179,685	2,366,400	* \$2.4M Education Protection Account (EPA)
Federal	4,093,584	4,726,443	632,859	* \$350K Title 1 Carryover * \$203K IDEA CEIS Carryover
Other State	4,644,931	7,670,160	3,025,229	* \$2.5M Common Core State Standards * \$500K Changes in State Funding
Local	8,055,834	8,274,952	219,118	* \$166K SB70 Career Development * \$ 34K Donations, College Testing, etc.
Transfers	765,588	765,588	0	
Encroachment	(14,734,159)	(15,688,926)	(954,767)	* \$493K Contribution increase to Special Ed * \$433K Contribution to EIA due to loss of revenue * \$ 70K Contribution to Routine Restricted Maintenance * \$ 21K Contribution to Home to School Transportation * <\$66K> Contribution to Special Ed Transportation
Total	98,373,222	104,616,828	6,243,606	

General Fund Revenue & Expenditures - 2013-2014 Fall Revision
Business Services Division
Finance Department

2013-2014
Fall Revision
Summary of Changes

Expenditures:	<u>Adopted Budget</u>	<u>Fall Revision</u>	<u>Summary of Changes</u>	
Certificated Salaries	49,071,438	49,880,733	809,295	* 11.30 FTE increase * Common Core State Standards Professional Development
Classified Salaries	15,621,001	15,814,132	193,131	* 5.31 FTE increase
Benefits	20,384,519	20,609,048	224,529	* Corresponding benefit increase for FTE changes
Books & Supplies	2,940,347	7,106,233	4,165,886	* \$ 1.84M Common Core State Standards * \$ 1.34M Categorical Carryover * \$ 800K Donations, College Testing, Misc. Carryover
Services & Operating Expenses	12,665,974	12,650,349	(15,625)	* \$118K Prior Year Carryover * <\$116K> Budget Expense Reclassification
Capital Outlay	44,000	159,822	115,822	* \$ 116K Budget Expense Reclassification
Other Outgo	2,258,680	2,258,680	0	
Total	102,985,959	108,478,997	5,493,038	

	2013-14			2013-14			2014-15			2015-16		
	Adopted Budget			Fall Revision			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL
	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL						
Income:												
Revenue Limit/Property Tax	78,939,930	1,873,355	80,813,285	81,306,330	1,873,355	83,179,685	82,947,102	1,873,355	84,820,457	85,482,095	1,873,355	87,355,450
Federal Income	677,560	3,416,024	4,093,584	677,560	4,048,883	4,726,443	677,560	3,495,883	4,173,443	677,560	3,495,883	4,173,443
Oth State Income	2,660,261	1,984,670	4,644,931	3,596,794	4,073,366	7,670,160	3,596,794	1,697,375	5,294,169	3,596,794	1,818,076	5,414,870
Local Income	1,358,899	6,696,935	8,055,834	1,412,112	6,862,840	8,274,952	1,832,112	6,575,340	8,407,452	1,412,112	6,825,340	8,237,452
Transfers In	765,588	0	765,588	765,588	0	765,588	765,588	0	765,588	765,588	0	765,588
Encroachment	(14,734,159)	14,734,159	0	(15,688,926)	15,688,926	0	(15,188,926)	15,188,926	0	(14,938,926)	14,938,926	0
Total Income	69,668,079	28,705,143	98,373,222	72,069,458	32,547,370	104,616,828	74,630,230	28,830,879	103,461,109	76,995,223	28,951,580	105,946,803
Expenditures:												
Certif Salaries	40,566,745	8,504,693	49,071,438	40,432,517	9,448,216	49,880,733	41,715,456	8,305,777	50,021,234	42,432,962	8,448,637	50,881,599
Classif Salaries	9,192,098	6,428,903	15,621,001	9,249,896	6,564,236	15,814,132	9,298,920	6,599,026	15,897,947	9,348,205	6,634,001	15,982,206
Benefits	15,302,144	5,082,375	20,384,519	15,315,097	5,293,951	20,609,048	15,783,713	5,164,777	20,948,491	15,920,578	4,665,950	20,586,528
Supplies/Materials	1,378,490	1,561,857	2,940,347	2,176,023	4,930,210	7,106,233	1,376,023	1,519,314	2,895,337	1,376,023	1,961,008	3,337,031
Services + Other Opr	6,609,338	6,056,636	12,665,974	6,510,080	6,140,269	12,650,349	7,010,080	6,140,269	13,150,349	7,531,780	6,140,269	13,672,049
Capital Outlay	44,000	0	44,000	159,822	0	159,822	159,822	0	159,822	159,822	0	159,822
Other Outgo	1,188,001	1,070,679	2,258,680	1,156,965	1,101,715	2,258,680	1,156,965	1,101,715	2,258,680	1,156,965	1,101,715	2,258,680
Categorical		0	0		0	0		0	0	0	0	0
Total Expenditures	74,280,816	28,705,143	102,985,959	75,000,400	33,478,597	108,478,997	76,500,980	28,830,879	105,331,859	77,926,335	28,951,580	106,877,915
Est Unspent		0	0		0	0		0	0		0	0
Est Expenditures	74,280,816	28,705,143	102,985,959	75,000,400	33,478,597	108,478,997	76,500,980	28,830,879	105,331,859	77,926,335	28,951,580	106,877,915
Excess or (Deficit)	(4,612,737)	0	(4,612,737)	(2,930,942)	(931,227)	(3,862,169)	(1,870,750)	0	(1,870,750)	(931,112)	(0)	(931,112)
Begin Bal	10,105,453	0	10,105,453	13,266,542	931,227	14,197,769	10,335,600	0	10,335,600	8,464,850	0	8,464,850
Audit Adjustment		0	0		0	0		0	0		0	0
Adj Beg Bal	10,105,453	0	10,105,453	13,266,542	931,227	14,197,769	10,335,600	0	10,335,600	8,464,850	0	8,464,850
Ending Balance	5,492,716	0	5,492,716	10,335,600	0	10,335,600	8,464,850	0	8,464,850	7,533,738	0	7,533,738
Components of EB:												
<u>Nonspendable:</u>												
RCF	180,000		180,000	180,000		180,000	180,000		180,000	180,000		180,000
STORES	1,000		1,000	1,000		1,000	1,000		1,000	1,000		1,000
Prepaid Expenditures												
<u>Restricted:</u>												
Resv for cat progs	0	0	0	0	0	0	0	0	0	0	0	0
<u>Assigned:</u>												
MITI Reserve				1,021,700		1,021,700	521,700		521,700			0
Basic Aid Reserve				3,254,370		3,254,370	3,254,370		3,254,370	3,254,370		3,254,370
EPA Reserve	2,404,936		2,404,936			0			0			0
Donation Carryover												
<u>Unassigned:</u>												
Reserve @ 4.5%	4,634,368		4,634,368	4,881,555		4,881,555	4,739,934		4,739,934	4,809,506		4,809,506
Total Components	7,220,304	0	7,220,304	9,338,625	0	9,338,625	8,697,004	0	8,697,004	8,244,876	0	8,244,876
Econ Uncertainties	(1,727,588)	0	(1,727,588)	996,975	0	996,975	(232,154)	0	(232,154)	(711,138)	0	(711,138)
	-1.68%		-1.68%	0.92%		0.92%	-0.22%		-0.22%	-0.67%		-0.67%

ADA	2013-14		2014-15		2015-16	
	11909		11809		11709	
	Fund 03	Fund 06	Fund 03	Fund 06	Fund 03	Fund 06
Income:						
Est. P-2 Property Tax	80,430,008		82,038,608		84,499,766	
Excess Tax	7,978,391		8,902,190		10,387,300	
Prop Tax Increase %	2.14%		2.0%		3.0%	
California CPI	2.60%		2.3%		2.5%	
Net	1,721,202		1,640,772	-	2,534,993	-
Federal Income						
PY One-Time Carryover				(553,000)		
Federal Reductions (5.9% 13-14)						
Net	-	-	-	(553,000)	-	-
Oth State Income						
Other State & AB602		5,389,399	0	5,486,408	0	5,607,109
Estimated Fair Share Cut						
Fair Share vs PY Excess Tax						
Net Hold Harmless & AB602	799,617	5,389,399	799,617	5,486,408	799,617	5,607,109
Basic Aid	1,429,080		1,417,080		1,405,080	
Tier II YOY Change				0		
Tier III YOY Change				97,009		120,701
Educational Protection Account			0			
Common Core One Time Funding				(2,473,000)		
PY One-Time Carryover						
Net			0	(2,375,991)	0	120,701
Local Income						
SpEd Alternative Program				170,000		250,000
SELPA Equalization				330,000		
Redirect ROP Revenue						
ROP Reduction				(787,500)		
Microsoft Voucher Eligibility			420,000		(420,000)	
Additional Capital Funds for Solar						
Net	0	0	420,000	(287,500)	(420,000)	250,000
Adult Ed Repayment						
Transfers In			0	0	0	0
Encroachment						
HTS Transportation						
SpEd Alternative Program			170,000	(170,000)	250,000	(250,000)
SpEd Adult Transition						
SELPA Equalization			330,000	(330,000)	0	0
Net			500,000	(500,000)	250,000	(250,000)
Net Change to Income Combined			2,560,772	(3,716,491)	2,364,993	120,701
			(1,155,719)		2,485,694	
Expenditures:						
Certif Salaries						
Step	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
Column	0.42%	0.42%	0.42%	0.42%	0.42%	0.42%
Salary Increase %	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ROP Reduction			787,500	(787,500)		
Cert Staff Attrition			(200,000)			
Common Core One-Time				(500,000)		
Non-Teaching Staffing						0
Net			1,282,939	(1,142,439)	717,506	142,859
Classif Salaries						
Step	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%
Salary Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Teaching Staffing						
Facilities Staffing Offsets						
SpEd Alternative Program						
HTS Transportation						
Net			49,024	34,790	49,284	34,975
Benefits						
Cert Flex			5,225,444	1,149,698	5,576,560	1,278,024
Class Flex			1,796,885	1,416,824	2,148,001	1,545,150
Flex Increase %	5%		5%		5%	
Flex Increase \$			351,116	128,326	386,228	141,159
Certificated Reductions			117,500	(257,500)		
Classified Reductions			0	0		
Facilities Staffing Offsets						
Net			468,616	(129,174)	386,228	141,159
Supplies/Materials						
PY One-Time Carry-Over			(800,000)	(1,600,000)		441,694
Reduce Restricted Supplies				(10,896)		
Common Core One-Time Funding				(1,800,000)		
Net			(800,000)	(3,410,896)	0	441,694
Services + Other Opr						
County Systems Increase					50,000	
MITI Costs			500,000		521,700	
SpEd Alternative Program						
HTS Transportation						
Net			500,000	0	521,700	0
Capital Outlay						
Other Outgo						
QSCB Debt Service						
Adult Ed Contributor						
Net			0	0	0	0
Net Change to Expenditures Combined	0	0	1,500,580	(4,647,718)	1,674,718	760,687
			(3,147,138)		2,435,405	
Special Reserve Changes						

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: John Addleman, Director, Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION / WRITTEN
DETERMINATIONS AND FINDINGS /
MIDDLE SCHOOL #5 / PACIFIC HIGHLANDS
RANCH**

EXECUTIVE SUMMARY

As part of the California Department of Education process for school site approval, the District must make certain findings pursuant to California Education Code [EC] Section 17213(a), PRC Section 21151.8(a) and CEQA Guidelines section 15186, that the proposed middle school site:

- is not currently or formerly a hazardous waste disposal site or solid waste disposal site;
- is not currently or formerly a hazardous substance release site identified by the California Department of Toxic Substances Control (DTSC)
- does not contain one or more, above ground or below ground, pipelines which carry hazardous substances, acutely hazardous materials, or hazardous waste; and
- is not within 500 feet of a qualified freeway and/or qualified traffic corridor.

The basis for these findings are included in the Final Mitigated Negative Declaration (MND) for Middle School #5 at Pacific Highlands Ranch and adopted by the Board on July 18, 2013, as well as the Phase I Environmental Site Assessment and Phase II Sampling Report approved by DTSC on April 12, 2002 and by the confirming Phase I Environmental Site Assessment and Phase II Sampling Report dated June 3, 2013.

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RECOMMENDATION:

It is recommended that the Board adopt the attached Resolution of the Board of Trustees of the San Dieguito Union High School District Adopting the Written Determinations and Findings for the New Middle School #5 Project at Pacific Highlands Ranch.

FUNDING SOURCE:

Not applicable.

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**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION
HIGH SCHOOL DISTRICT ADOPTING THE WRITTEN DETERMINATIONS AND
FINDINGS FOR THE NEW MIDDLE SCHOOL #5 PROJECT**

WHEREAS, the San Dieguito Union High School District has determined, pursuant to California Education Code [EC] Section 17213(a), PRC Section 21151.8(a) and CEQA Guidelines section 15186, that the proposed Project site:

- 1) is not currently or formerly a hazardous waste disposal site or solid waste disposal site (EC Section 17213[a][1], PRC Section 21151.8[a][1][A]);
- 2) is not currently or formerly a hazardous substance release site identified by the California Department of Toxic Substances Control (DTSC) (EC Section 17213[a][2], PRC Section 21151.8[a][1][B]);
- 3) does not contain one or more, above ground or below ground, pipelines which carry hazardous substances, acutely hazardous materials, or hazardous waste (EC Section 17213[a][3], PRC Section 21151.8[a][1][C]); and
- 4) is not within 500 feet of a qualified freeway and/or qualified traffic corridor (PRC Section 21151.8[a][1][D]); and

WHEREAS, the District has, pursuant to EC Section 17213(b) and PRC Section 21151.8(a)(2), determined that there are no facilities within one quarter mile of the proposed project that might reasonably be anticipated to emit hazardous air emissions or to handle hazardous or acutely hazardous materials, substances, or waste; and

WHEREAS, the District has, pursuant to PRC Section 21151.8(a)(2), determined that the site is not located within 500 feet of a qualified freeway or qualified traffic corridor;

NOW, THEREFORE, the Board of Education of the San Dieguito Union High School District (Board) does hereby resolve, determine, and order as follows:

The above recitals are true and correct, and the Board hereby so finds.

- A. The Board finds that the Project site is not currently or formerly a hazardous waste disposal site or solid waste disposal site (EC Section 17213[a][1], PRC Section 21151.8[a][1][A]).
- B. The Board finds that the Project site is not currently or formerly a substance release site identified by the California Department of Toxic Substances Control (DTSC) (EC Section 17213[a][2], PRC Section 21151.8[a][1][B]).

ITEM 19

- C. The Board finds that the Project site does not contain one or more, above ground or below ground, pipelines which carry hazardous substances, acutely hazardous materials, or hazardous waste (EC Section 17213[a][3], PRC Section 21151.8[a][1][C]).
- D. The Board finds that the Project site is not within 500 feet of a qualified freeway or other qualified traffic corridor (PRC Section 21151.8[a][1][D]).
- E. The Board finds, pursuant to EC Section 17213(b) and PRC Section 21151.8(a)(2), that there are no facilities within one quarter mile of the Project site that might reasonably be anticipated to emit hazardous air emissions or to handle hazardous or acutely hazardous materials, substances, or waste.

APPROVED AND ADOPTED by the Board of Education of the San Dieguito Union High School District this 3rd day of October, 2013 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President, Board of Education

ATTEST:

Secretary, Board of Education

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 24, 2013

BOARD MEETING DATE: October 3, 2013

PREPARED BY: John Addleman, Director, Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL OF EDUCATION
SPECIFICATIONS / MIDDLE SCHOOL #5
PACIFIC HIGHLANDS RANCH

EXECUTIVE SUMMARY

The attached San Dieguito Union High School District Education Specification for Middle School #5 is relative to the District's Long Range Task Force Plan and to the Middle School #5 Master Plan. The Educational Specification is a detailed outline of essential components of the new middle school to be built in Pacific Highlands Ranch. The specifications will be adjusted, as appropriate, to meet the needs of the school site.

School districts that utilize State School Facility Program funding are required to submit Education Specifications to the California Department of Education as a condition of Final Plan Approval of construction projects (Title 5, California Code of Regulations Section 14030[a]). The Educational Specifications shall define the following:

- Enrollment of the school and grade level configuration
- Emphasis in curriculum content or teaching methodology that influences school design
- Type, number, size, function and special characteristics of each space
- Spatial relationships of the instructional area that are consistent with the educational program
- Community functions that may affect school design

ITEM 20

RECOMMENDATION:

It is recommended that the Board approve the Education Specifications Report for Middle School #5 in Pacific Highlands Ranch, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

Middle School #5 Education Specifications
February 2013



Prepared by:
San Dieguito Union High School District
Planning Services Department

Section 1

Introduction - History of Master Plan and Educational Specifications Development

In 2008, the District formed the Long Range Facilities Action Plan Task Force (Task Force). The Task Force was comprised of a broadly based community of members, including parents, business community members, local community organizations, regional planning management, students, school union leaders, and school administrators. The Task Force created a vision for the schools of the District, including the new Middle School #5, which will focus on creating learning environments that will embrace variety in teaching and learning styles, will be responsive to our rapidly changing world, and will encourage students to be good stewards and citizens of a greater community. The three areas of focus of the 21st Century Learning Environment are:

Flexible, Adaptable, and Technology Rich Facilities - As technology changes, schools must adapt. Flexible, adaptable schools encourage teaching and learning that is responsive to the needs of the user. Small learning communities, interactive public spaces, and "anytime, anywhere" access to technology will expand the boundaries of the traditional classroom setting.

Sustainable, High Performance Environments for Learning - The facts have shown that high performance learning environments improve student performance and attendance. Sustainably designed schools are models for energy efficiency, but, more importantly, are teaching tools that model behavior for living in our resource-challenged world.

Community Focused Campuses - Students need to understand their place in the community. By inviting the community in - through joint use spaces and public gathering places - schools become seamless parts of the communities they serve. With schools and programs that mimic the "real world," students are prepared to be a responsible citizenry.

Over the next year and a half, the Task Force analyzed capacity vs. enrollment, parity and modernization, surplus sites and administration/support facilities, student housing needs, and funding and timing. During the course of this analysis, Must Do and Should Do items were identified and incorporated into each school site's master plan:

Must Do - Must Do items relate to issues that make a school site accessible and functional, (i.e. Americans with Disabilities Act access), Fire and Life Safety Issues (i.e. Fire Sprinklers and Alarms), Structural Safety Issues (i.e. bringing aging buildings up to current building codes), Hazardous Materials Issues (i.e. proper infrastructure for chemistry and biotech labs), Infrastructure Issues (i.e. Utilities, Clock/Bell/Phone), and Envelope Issues (i.e. Roofs, Windows, etc.)

Should Do - Should Do items relate to upgrading schools to 21st Century Learning Environment Standards, Evaluating Core Facility Parity Issues (i.e. ensuring students have access to similar facilities regardless of school site), Making Improvements for Sustainable "Green" Design, Replacing Portable Classrooms with Permanent Classrooms, Community Joint Use, and Resolving Site Circulation and Parking Issues.

The Long Range Facilities Action Plan was presented to the Board of Trustees on March 11, 2010 in a Facilities Workshop.

ITEM 20

In that workshop, a new 1,000 seat capacity middle school, Middle School #5, was identified to meet the grade 7-8 needs of the growing communities, namely Pacific Highlands Ranch, at the south end of the District.

In the Fall of 2010, a Steering Committee comprised of District Administrators was formed to further define the physical characteristics of the 21st Century Learning Environment in order to set standards by which each school site could make the 21st Century Learning Environment their own. The standards were shared with the Board of Trustees at the January 18, 2011 Facilities Workshop.

In 2011, a School Site Committee was formed for each school site to connect the findings of the Task Force with the standards of the 21st Century Learning Environment, in order to make it their own while maintaining the vision of the Task Force district-wide. Each School Site Committee was different, but was largely comprised of parents, community members, teachers, students, school administrators and architects. Planning and Facilities Staff further refined the master plans with the School Site Committee architects and paired them with construction managers to develop construction cost estimates and preliminary construction schedules. This work was shared with the Board of Trustees in a Facilities Update on November 17, 2011.

In November of 2012, the community of San Dieguito Union High School District passed Prop AA enabling the District to move forward with the implementation of the school site master plans

Description of the Educational Specifications

School District's that utilize State School Facility Program funding are required to submit Educational Specifications (Ed Spec) to the California Department of Education as a condition of Final Plan Approval of construction projects (Title 5, California Code of Regulations Section 14030[a]). The Ed Spec shall define the following:

- Enrollment of the school and grade level of configuration
- Emphasis in curriculum content or teaching methodology that influences school design
- Type, number, size, function and special characteristics of each space
- Spatial relationships of the instructional area that are consistent with the educational program
- Community functions that may affect school design

In turn, the Ed Spec is a guide for the planning of school facilities that takes into account a collection of objectives relating to the needs of the community, educational goals, policies, processes, and statements of various support programs

In order for a school to meet the needs of a community, questions have to be answered during the master planning and programming phases. The Ed Spec, relative to the Middle School #5 Master Plan, provides a framework with a process and format for planners to collect and analyze pertinent information such as teaching styles and student learning styles. This participatory process provided the means of involving instructional and community stakeholders in the process to assist in the instructional programming of the school facilities to help instill a sense of ownership in their school facility.

The Ed Spec provides the basic data and information necessary for a clear understanding of how the physical plant should support instructional objectives; i.e. the form supports the function. The Ed Spec is intended to be used as a guide when designing and building the new middle school and follows Title 5, California Code of Regulations for School Facilities Construction. Title 5 regulations may be viewed at www.cde.ca.gov/LS/fa/sf/title5regs.asp.

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In addition to the Ed Spec and Title 5, all applicable codes and regulations must be followed in the construction of school facilities. These include, but are not limited to: applicable local and state building codes, fire life safety requirements, and Americans with Disabilities Act.

In many cases, due to outcomes of the design and construction process, there will be variances to the Ed Spec.

Description of Guideline Format

To assist the design team, the guidelines for instructional spaces provides a description of each specific instructional space within the new middle school in a standardized format. All of the sections, starting with Section 2 - General Classroom follow the same format to present the requirements of a space.

Each section in Chapter 3 – Guidelines for Spaces is divided into the subsections described below. If the component contains more than one type of space/classroom with differing requirements, then the different space requirements are listed separately within the respective subsections.

1. **Space Program Summary:** The square foot requirement for a particular space is indicated.
2. **General Requirements:** For each space a program description and philosophy of what is taught in the space is presented. Various activities that occur within the space are described. This write-up provides the design team with background information to give an idea of how to design and plan the room layout.
3. **Recommended Adjacency:** Provides a general description of the interior spaces of a building related to other areas, and/or the relationship of a building to other buildings or areas on campus.
4. **Individual Space Attributes:** A more detailed description is provided in this subsection of specific items such as electrical, plumbing, communications, lighting, air conditioning and ventilation, acoustics, safety, and security criteria for each space.

Section 2 – General Classroom

2.1 Space Program Summary

- Classroom Area 960 gsf

2.2 General Requirements

The general classroom at the new middle school will provide the necessary facilities for health education, English and language arts, mathematics, and social studies programs.

- English and Language Arts programs
 - The English and Language Arts programs encompasses the acquisition of listening, speaking, reading, writing and thinking skills, and the study of literature and language, so that the student will develop the ability to communicate in both oral and written forms, to appreciate literature, and to understand language systems within a broad perspective of communication. At the middle school level, the program includes speech-drama, newswriting, and yearbook production as electives.
 - Through grades 7 and 8, students will either work alone, in small groups, or as a whole class. Within the groups, they will read published stories and their own compositions to each other, listen to tapes, watch films, develop group dramas, discuss stories read, and participate in other activities conducive to enlarging their knowledge, skills, and appreciation. The teacher will encourage optimum individual initiative, with students doing individual assignments such as writing a paper or conducting research in class, and small-group assignments such as participating in round-table discussions, working on special projects, and rehearsing dramas.
- World Languages program
 - World Languages may begin in the elementary school with limited instruction. The more formalized classes begin in the middle or high school. The program consists of coordinated, sequential levels of instruction through the middle and high school years. The objective of the program is to provide students with the language skills of speaking, listening, comprehending, reading, and writing. The skills are developed within the context of acquiring knowledge and understanding of the culture and people whose language is being studied. Conversational and culture courses and introductory courses available at the middle school level are designed to provide experiences with simple conversational patterns and cultural aspects of the language.
 - At the novice, or beginning stage, students frequently work together with the teacher as a total group. A number of activities, however, call for small group interaction. Language games, peer tutoring, the use of audio/visual aids, drama productions as well as reading and conversation practice are all part of the paired and small group activities. The teachers are able to interact with the various groups and assist with the organization and evaluation of their various activities. Flexible use of existing space is a key factor in facilitating this teaching/learning approach.
- Mathematics program
 - The Mathematics program provides learning experiences for all students to enable them to meet the mathematics standards of California. The mathematics content standards are clear, broad statements that identify what all students should know about mathematics and be able to do using mathematical concepts in order to make sense of the world around them.

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- Students should have opportunities to work in flexible groups, i.e., large group, small groups, or individually as appropriate. This will sometimes require table arrangements where 4–6 students may need to work or where individual students may need to do work seated on a chair with an attached desk or table. The teacher will need the ability to move among students to assess progress, clarify concepts, and provide small group or individual instruction.
- Social Studies program
 - The Social Studies Program in the middle school (7-8) involves students in exploring the historical, geographic, cultural, economic and political dimensions, and linkages of their local community (from local community to US and the World). They learn social studies by engaging in the roles and behaviors of historians, geographers, anthropologists, etc. The focus is on expanding knowledge of concepts such as justice, equity, democracy, collaboration and cooperation and processes such as more sophisticated problem-posing and solving, decision-making and conflict-solving.
 - The learning environment in social studies classes focuses on students and teachers as caring and responsible human beings and on their proficiency as critical thinkers, inquirers, and imaginative problem solvers. Learning approaches, methods, and activities focus on learning as a social process which begins and proceeds with curiosity and inquiry. The learning activities focus on significant themes and concepts that allow for integration and interdisciplinary studies; current events and contemporary issues are integral parts of the curriculum and instruction. Learning activities emphasize development of in depth understanding through analysis questioning, synthesis, self-reflection, self-evaluation, and application of skills and knowledge to real life problems and experiences.

The general classrooms should be configured to allow interdisciplinary teaching and group collaboration.

Various activities that occur within a middle school general classroom involve:

- Class demonstrations using various media.
- Group collaboration work as well as individual work.
- Viewing of multi-media productions.
- Display of charts and exhibits.

Within each general classroom the total area shall provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another. One wall shall be designated as the main instructional wall to accommodate the main whiteboard space (to include screen compatible surface), supplemental tackable surfaces, IP based controller for audio/visual components, and space for mounting a short throw projector.

Additional whiteboards and tackable surfaces may need to be strategically located on other walls of the classroom. Adequate reserve space shall be provided for display and storage of student work. Area shall be provided and should note the suggested location for the teacher workstation components when required. The teacher workstation (typically a desk, computer, telephone, and a vertical file cabinet) needs to be located to allow visual control of the classroom. Floor space is also required for movable furniture and equipment such as bookshelves and storage units. The space requirements for these components may require either floor space or have construction implications that need to be accommodated in the space layout.

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2.3 Recommended Adjacency

An area, such as a resource space in the media center, multiple-purpose room, or gymnasium should be designed to also allow for multiple classes meeting together. There should be open, outdoor common areas in proximity to classrooms to facilitate projects and investigations where students could work outside to do various activities.

2.4 Individual Space Attributes – See Appendix Section 2.4

Section 3 – Special Education Classroom

3.1 Space Program Summary

- Resource Services Classroom 960 gsf

3.2 General Requirements

The special education program provides services to students with varying disabilities. Because students with multiple disabilities are served, most of the needs of the various exceptionalities must be taken into account when designing these rooms.

Students are instructed in all subject areas including: academics, language, motor, music, art, and adapted physical education. Students of several ages, grade levels, and with a variety of academic, health, and social and emotional problems may be instructed together. A variety of multi-level materials, equipment, and furnishings may be needed. Students will be instructed individually, in study carrels, in centers, at computers, or in small groups.

3.3 Recommended Adjacency

Special Education classrooms should be distributed throughout the campus for appropriate integration with general education. Care needs to be given not to create Special Education areas or a “wing” of campus.

3.4 Individual Space Attributes – See Appendix Section 3.4

Section 4 – Art Education

4.1 Space Program Summary

- Classroom Area 2,200 gsf
 - (Includes Art Room, and Storage. Excludes Kiln area and Art Yard)

4.2 General Requirements

The Art Program for the middle school level provides students with a broad based exploratory art curriculum consisting of various two and three-dimensional modes of experiences. The art curriculum emphasizes experimentation with and exploration of a variety of art materials, tools, equipment in various media such as paints, clay, ink, fibers, wood, metal, native and found materials.

The objectives of the intermediate school art program are to enable students to:

- a. Demonstrate skills, knowledge and attitudes relating to a broad range of creative experiences.
- b. Produce works of art which express feelings, ideas and thoughts in visual form through various media.
- c. Explore and experiment with various art materials, tools and equipment.
- d. Verbalize and write about works of art using vocabulary unique in the visual/tactile arts.
- e. Relate and apply an understanding of the principles of good design to everyday living situations as appreciators and creators of art.

4.3 Recommended Adjacency

The middle school art program is essentially exploratory in nature and requires specialized space. Art rooms are designed to accommodate both two dimensional and three-dimensional types of activities. A kiln area and art yard is to be located adjacent to the art classroom space.

4.4 Individual Space Attributes – See Appendix Section 4.4

Section 5 – Multi-Purpose

5.1 Space Program Summary

- Multi-Purpose Room - Area 2,900 gsf
- includes Stage area

5.2 General Requirements

The multi-purpose room will serve as a space for a variety of activities, including the opportunity for performances by music and drama, as well as assemblies, extracurricular activities and should be designed with flexibility to accommodate such uses.

5.3 Recommended Adjacency

Designed as a multi-purpose classroom that supports a variety of activities, the multi-purpose classroom should be located next to the Art Yard for scene shop construction and the delivery of materials. While the multi-purpose room would have a capacity of 250-300, larger venues could be accommodated in the gymnasium building.

5.4 Individual Space Attributes – See Appendix Section 5.4

Section 6 – Music

6.1 Space Program Summary

- Classroom Area – 2,500 gsf
 - (Classroom Area includes musical instrument storage, two small practice rooms, and one larger practice room)

6.2 Program Description and Philosophy

The music program in the middle school encompasses both passive activities such as listening to and learning to appreciate many kinds of music from the earliest classical to today's broad spectrum of musical expression and participatory activities such as singing, moving in rhythm, playing instruments, and reading music.

The objectives of the music program focus on the development of skills, understandings, attitudes, and appreciations, which contribute to all-around musical comprehension. Quality musical performance is a natural outcome of this type of instruction.

6.3 Recommended Agencies

- Practice Rooms: Intermediate band and orchestra programs require practice rooms for groups of one to five and an ensemble room for groups of up to fifteen. (The choral/general music students may share the ensemble room with the instrumental students when not in use.) These smaller rooms also need good acoustic characteristics.
- Instrument Repair and Storage Area: Adequate and secure storage space for instruments, stands, racks for uniforms, oversized cases, and instruments not in daily use is needed. Within this area, provide a counter with a sink, base cabinets with adjustable shelves and overhead cabinets.
- Multi-Purpose Room: Performance is an integral part of the music experience.
- Locate facility convenient for vehicular access for transporting instruments with ability to drive vehicles close to building access doors to minimize travel distance of instruments.

6.4 Individual Space Attributes – See Appendix Section 6.4

Section 7 – Science

7.1 Space Program Summary

- Classroom Area 1,425 gsf
 - (Includes Classroom / Lab (1,250) and Teacher Preparation Room (350/2))

7.2 General Requirements

Teachers specializing in physical and life sciences will continue to implement middle school curriculum in addition to movements to integrate content areas. This requires specialized facilities with laboratory space for science instruction and learning.

Students work in large or small groups or individually on classroom assignments, laboratory investigations, hands-on experiences, and interdisciplinary studies gaining direct experience with the instruments, methods, and concepts of science and the interrelationships among science, technology and society.

7.3 Recommended Adjacency

- From a curriculum standpoint, science, math, and applied sciences are related and should be ideally located in close proximity to each other.
- Teacher preparation rooms should be shared between two science classrooms.
- Experiments related to measurement, the environment, green efforts, etc. are typically performed outdoors. Access to a science garden area would be ideal.

7.4 Individual Space Attributes – See Appendix Section 7.4

Section 8 – Exterior Commons

8.1 Space Program Summary

- Area By Designer

8.2 General Requirements

Designer shall provide a variety of exterior areas throughout the school that support delivery of educational curriculum. In San Diego there are numerous opportunities to study outdoors in the hospitable San Diego climate. Outdoor areas can be utilized as classrooms when well designed with thoughtful solutions for seating and shade to take advantage of the benefits of fresh air, the change of pace from a formal classroom, and the potential of the outdoors being a learning laboratory.

Activities that can occur are instruction, garden experimentation, amphitheater presentation, and small group interaction etc.

8.3 Recommended Adjacency

Areas to be determined by designer.

8.4 Individual Space Attributes

- Include durable benches or planter walls that can serve as seating areas. Design of benches and seating walls should minimize potential for abuse/damage from vandalism and skateboarding. Inclusion of instructional surfaces to be determined during design.
- Wire access points to provide coverage
- Provide weatherproof outlets
- Provide security lighting as necessary. Tie into District's energy management system.
- Accommodation for evening lighting of main assembly area to be determined during design.
- Consider infrastructure to connect to campus public address system or portable public address system during design.

Section 9 – Media Center

9.1 Space Program Summary

- Area +/- 4,600 gsf

9.2 General Requirements

The Media Center provides a multitude of learning spaces and materials to support and enrich the educational curriculum. The center provides additional instruction that enhances classroom learning and meets the individual needs of each student. The center provides:

- A variety of current print and non-print resources are made available to meet curriculum needs of student and staff.
- A place for the development of innovative programs and techniques to motivate users.
- A place to maximize utilization of available resources and services.
- Equipment and services for multi-media production and services.
- Curriculum planning and research to support faculty working in these areas.
- A place to coordinate teaching of library skills, work with students in independent study projects and provide reading guidance.
- Information Resource Centers are:
 - Becoming a “student union” rather than a place to house books. A multitude of services can be provided in this facility which support and reinforce the general movement in education towards team teaching, large/small group instruction, independent study and flexible scheduling.
 - A place for multi-media services which includes video conferencing capabilities, networking, closed circuit TV’s, multi-media reproduction, studios, cyber cafes etc.

9.3 Recommended Adjacency/Space Requirements

Interior:

Entrance: Provide a controlled entrance for accounting of library books and materials. Also serves as an area for display of student work and recognition.

Media Center Tech Area: (1 person) area typically at or near the circulation desk with unobstructed views of activities within the library.

Small and Large Team rooms: For both large and small-group meetings, use by students for assignments individually or in groups, as well as a quiet place for study.

Media Center and Resource Space include:

- Circulation Desk Area: An area for checking books and resources in and out.
- Reading and Study Areas: For activities such as library skills, work, research assignments, independent study projects, recreational reading.
- Bookstack Area: Easily accessible for student use and visual control.
- Catalog and Index Areas: Stations for the online searching of information and resources.
- Periodical Area: for browsing, research and study.
- Resource Centers: For use by full class, lecture, research, etc.
- Wireless capability to support “Bring Your Own Device”.

Workroom/Storage Room: Storage for the development of instructional material/resources, maintenance of the collection and of the library records, the preparation of materials for circulation and of instructional materials. This area is utilized by students and faculty. The professional staff and materials area includes

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space and resources for teacher use in preparation of lessons and curriculum planning. To be located to allow for resources to be easily dispersed for utilization in other areas.

Exterior:

- Provide service drive access to the workroom area since deliveries shall be made at this location.
- Located near and centralized to the instructional areas, the library will be primarily for student ease and availability.
- The location needs to provide a secure environment for the safe keeping of the instructional materials and technology.

9.4 Individual Space Attributes – See Appendix Section 9.4

Section 10 – Administration and Campus Entry

10.1 Space Program Summary

- Area +/- 4,400 gsf

10.2 General Requirements

The entrance will present a welcoming human-scale with wide points of entrance for students and an easily identifiable administration building for visitors. The administration building is the campus “front door.” The entry to the administration building will be significant enough so that the school entry is clear to a first time visitor; but welcoming as well.

A broad curbside area facilitates easy student drop-off and pick-up. Shade and seating should be provided.

10.3 Recommended Adjacency/Space Requirements

Interior:

Building components and estimated gsf:

Principal’s Secretary/Reception: 800 gsf
Conference Room (3): 200 gsf
Principal Office: 200 gsf
Attendance Office: 200 gsf
Assistant Principal Office: 200 gsf
Student Services: 500 gsf
Teachers Workroom: 700 gsf
General Office (2) (Health, Speech, etc.): 140 gsf
Counselor’s Office (2): 100 gsf
File Room: 100 gsf
Toilet Rooms (1 pair): single stall: 60 gsf

Exterior:

- Administration building to be located at the front of the campus, making public use of the facility possible without having to open the entire campus.
- Located in a manner that offers staff a clear view of those who are entering the campus. Student access into and out of the campus will be monitored from the administration office without requiring students to pass through the office.
- The Attendance Office is located so students may check in after an absence at an exterior window located at one of the campus entry points.

10.4 Individual Space Attributes

- Flooring:
 - Carpet (Offices, Conferences Rooms)
 - Linoleum (Lobby, Workroom, Restrooms)
- Ceiling: Suspended Acoustical Tile, Painted Gyp Board

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- Walls:
 - Tackable Wall Finish (One wall of each Office, Conference Room, and Workroom)
 - Laminate (Restrooms)
 - Digital at Wall (Lobby)
 - Paint
- Specialty:
 - Casework (Workroom - Upper, Lower, and Staff mailboxes)
 - Markerboard (One at each Conference Room)

Section 11 – Food Service

11.1 Space Program Summary

- Area +/-3,000 gsf, including walk in cooler and freezer

11.2 General Requirements

The primary purpose of the facility is to provide the necessary space for the District's nutritional program to provide the opportunity and encouragement for students to eat nutritionally. The program offers lunch, breakfast and snack services to students and staff daily.

The kitchen shall comply with local health department requirements, as well as support the program's compliance with all state and local nutritional and health standards.

Provide adequate space for refrigeration, dry storage, and preparation of foods to accommodate the master plan capacity of 1,000 students.

11.3 Recommended Adjacency/Space Requirements

Interior:

Building components:

Demonstration/Preparation Kitchen, Interior Lines and Distribution, Food Court: 1,900 gsf

Cooler, Freezer: 500 gsf

Dry Storage: 200 gsf

Office: 100 gsf

Janitor/Custodial Areas: 200 gsf

Restroom: 60 gsf

Exterior:

- Close proximity to the campus quad.
- Close proximity to the media center to allow students to eat and work in a more casual setting.
- Outside covered eating area: Provide outdoor table seating in addition to space within or at the quad area consisting of steps and planter walls that create natural places for students to sit, either alone or in small groups
- Provide Exterior Lines and Distribution Areas
- Location allows for efficiency of delivery trucks

11.4 Individual Space Attributes

- Flooring:
 - Quarry Tile (Kitchen, Food Court)
 - Linoleum (Office, Dry Storage, Restroom)
- Ceiling: Suspended Acoustical Tile, Painted Gyp Board
- Walls:
 - Stainless Steel Wall Panels (Kitchen, Food Court)
 - Laminate (Restroom)
 - Paint (Office, Storage, Custodial)

Section 12 – Gymnasium

12.1 Space Program Summary

Proposed quantities and areas

Enclosed

- Gymnasium 1 x 9,425 gsf = 9,425 gsf
- Locker Room 2 x 1,660 gsf = 3,320 gsf
- PE Office 2 x 157.5gsf = 315 gsf
- PE Storage 1 x 315 gsf = 315 gsf

Total 13,375 gsf

Outdoor

- **DG 8-lane track** **69,500 gsf** (total track/field is 147,000 gsf same as TPHS stadium)
- **Natural turf field (1)** **77,500 gsf** (total track/field at CVMS is 220,700sf (?))
- **Hardcourts (6)** **25,016 gsf** (total hard court at CVMS is 43,752 for 1,250 and is underutilized due to ISPE)
- **Multi-Use Playcourts (6)** **15,750 gsf** (total hardcourt was 22,884 gsf now 40,766 gsf)
- **General playfield area** **34,228 gsf**
- **Outdoor PE Storage (1)** **315 gsf**

Total 222,309 gsf

Grand Total 235,684 gsf

12.2 General Requirements

Students learn the importance of being physically fit and how health and fitness relates to their physical and mental well-being. With this in mind, learning activities include: developing motor skills, physical conditioning, and individual and team skills and interests through physical education and athletic activities. Physical education activities concentrate on developing lifetime fitness, sports and recreational interests, while athletic activities concentrate on developing specific athletic skills and emphasize individual and team competition.

Physical Education & Athletics

Physical education is an integral part of a middle school student’s education. Through active participation as both an individual and a member of a team, the student will be assisted in the development of a good self-concept, values, attitudes, respect for self and others, responsibility for personal behavior, judgment, identity and self-development as part of the comprehensive program.

The physical education facility will also provide the opportunity for community involvement in a wide range of recreational activities.

Specific goals of the Physical Education Program include the following:

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- To help the middle school student develop physically, socially, and emotionally
- To provide full use of the facility to the community during the off school hours for recreational and education activities
- To provide a comprehensive physical education curriculum on a traditional school year basis for all seventh and eighth grade students

Adaptive P.E.

The art and science of assessment and prescription within the psychomotor domain ensure that an individual has access to programs designed to develop physical and motor fitness, fundamental motor skills, and patterns and skill in aquatics, dance and sports, so that the individual can ultimately participate in community-based leisure, recreation and sport activities and enjoy an enhanced quality of life. It is a diversified program of physical education having the same goals and objectives as regular physical education, but modified when necessary to meet the unique needs of each individual.

Independent Study PE

While the District's primary recommendation is that all students participate in the district physical education program, the District does offer an independent study physical education program (I.S.P.E.) for

- exceptionally gifted, state or regionally ranked athletes,
- students wishing to take an advanced level in a course we are not currently offering,
- to provide an alternative for students who have an impacted schedule who are in special academic support programs (i.e. AVID) or a specialized elective they need to take each year during the regular school day which precludes taking a regularly scheduled P.E. class,
- students with medical conditions, or
- students who have fulfilled their high school graduation P.E. requirement.

The independent study course requires personal accountability and maturity. Students in I.S.P.E. are responsible for fulfilling the requirements of the I.S.P.E. contract, which includes completion of all workout logs and submission of all reports. Students are selected based upon their ability to handle the individual responsibility.

Special consideration in design

In order to not oversize facilities, please note, of the grade 7-8 student population that could be served, 243 of the 1,500 students (16.2%) currently participate in I.S.P.E. This trend would be expected to continue at the new middle school.

After School Sports

After school sports, pursuant to Board Policy 6145.5, will be provided through the community recreation program.

Indoor Physical Education Facilities – Special Considerations

Inclement weather often dictates maximum use of indoor physical education facilities. Class sizes have the potential to reach 60 students at a time. Spaces in this area should be designed to optimize acoustical separation among them and between other teaching stations in the school.

Air exchange systems need to handle the extraordinary energy students expend in fitness activities. Mechanical systems to increase air exchange in locker rooms and gymnasium should be included.

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Locate PE facilities away from the academic classroom areas of the school to minimize classroom disruptions, with convenient and direct access to outdoor spaces and a parking lot. Staff offices and locker rooms should be designed and located for ease of supervision and security. The ability to separate indoor activity spaces from the rest of the school will permit after-hours access by students, community users, and parents.

Include specifically-designed equipment and supplies for physical education activities. Include AV/PA systems, whiteboards, display/bulletin boards, first aid and emergency equipment.

Storage space for the physical education program must be both secure and easy to access. Provide portable means of hauling and securing equipment, and include space for off-season equipment.

During design, careful planning for flooring, wall treatments, ceiling, acoustic treatment, HVAC, and lighting will be taken into consideration to provide maximum flexibility for a variety of activities that have different needs.

Locate toilets and drinking fountains near indoor and outdoor practice and contest areas for student and community member use during off-school hours. Locker room door should not swing out into crowded areas. Provide secure and durable locker units of various sizes for both physical education and athletic programs. Girls' locker room spaces, service areas, and spaces for activities must be equitable in size and quality to boys'. Plan for access to spaces and activities for children and adults with disabilities.

Outdoor Physical Education Facilities – Special Considerations

Items to consider during design:

- Soil to be tested to determine percolation rate, quality and chemistry of the soil. Based on results, soil may need to be amended for appropriate percolation, resiliency, and growth of grass.
- Grassed fields are to be turned over to the school site in a weed and rock free condition.
- The design shall incorporate proper drainage to avoid ponding, extended wetness/muddiness, and erosion of soil.
- Attention to the perimeter detailing of fencing locations and edge of playcourt surfacing to address safety, durability, and maintenance.

12.3 Recommended Adjacency/Space Requirements

Located near the front entrance to the campus for easy public identification and access, the 500-seat gymnasium will provide indoor PE opportunities as well as an additional venue for large-crowded activities on campus. The adjacent shower and locker facility is located to allow direct access into the gym as well to the outdoor hardcourts and fields spaces.

12.4 Individual Space Attributes – See Appendix Section 12.4,a-e

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Individual Space Attributes

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2.4 - General Classroom - Individual Space Attributes

General Classroom

Area/Department:	Health Education, English, Language Arts, World Languages, Mathematics, Social Studies		
Occupants:	Students: 30	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, Teacher workrooms
Nearby: Indirect	-
Distant: Separated	Multi-Purpose Room/Art, Science Garden, Media Center, Administration, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Ideally should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	(1) Individual work stations to accommodate 30. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, (2) Lockable storage for resource materials and equipment, and (3) a teacher workstation. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	(1) One teaching wall, a short-throw projector, a screen capable white board, ip based control for audio/visual, (2) At teacher workstation, an IP telephone, computer, and (3) in room, overhead projector and video camera connected to a/v system, 2-4 speakers, wireless access point. Fixture and Equipment may be both either contractor purchased/contractor installed or owner purchased/contractor installed.

FINISHES

Floor	Floor: VCT or carpet; Base: Rubber/vinyl
Ceiling	Acoustical tile at 9' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer between adjoining classrooms for durability and to meet acoustical separation requirements)
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - Provide a minimum of 16 linear feet of whiteboard at the main instructional wall. Provide an additional 8 to 12 linear feet of whiteboard elsewhere in classroom. All whiteboards shall be magnetic. The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

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General Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	-
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordiation with bell.
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Y?N) Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y
Interior	Vision light in doors	N	Y
Other Considerations		-	-

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Social Studies Classrooms	Storage/cabinetry for resource materials, especially large format, and equipment. Storage for material resources, student works and tools of the social studies (maps, globes, primary documents, display boards, etc.) should be flexible and moveable.

ITEM 20

3.4 - Special Education Classroom - Individual Space Attributes

Special Education Classroom

Area/Department:	Special Education		
Occupants:	Students: 20	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	This is similar in size and function to the General Classroom. The students using these rooms are typically assigned to a general education classroom and attend the Special Ed Classroom for one or two content areas.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, Teacher workrooms
Nearby: Indirect	-
Distant: Separated	Multi-Purpose Room/Art, Science Garden, Media Center, Administration, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Ideally should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	(1) Individual work stations to accommodate 20. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, (2) Lockable storage for resource materials and equipment, and (3) a teacher workstation. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	(1) One teaching wall, a short-throw projector, a screen capable white board, ip based control for audio/visual, (2) At teacher workstation, an IP telephone, computer, and (3) in room, overhead projector and video camera connected to a/v system, 2-4 speakers, wireless access point. Fixture and Equipment may be both either contractor purchased/contractor installed or owner purchased/contractor installed.

FINISHES

Floor	Floor: VCT or sealed concrete; Base: Rubber/vinyl
Ceiling	Acoustical tile at 9' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer for durability and to meet acoustical separation requirements)
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - Provide a minimum of 16 linear feet of whiteboard at the main instructional wall. Provide an additional 8 to 12 linear feet of whiteboard elsewhere in classroom. All whiteboards shall be magnetic. The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

ITEM 20

Special Education Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	-
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordiation with bell.
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Y?N) Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y
Interior	Vision light in doors	N	Y
Other Considerations		-	-

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.

ITEM 20

4.4 - Art Classroom - Individual Space Attributes

Art Classroom

Area/Department:	Art Education		
Occupants:	Students: 40	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classroom, Multi-Purpose Room, Art Yard
Nearby: Indirect	-
Distant: Separated	General Classroom Building, Science Garden, Media Center, Administration, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Base cabinets for sinks and student storage. Ideally fixed casework should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	(1) Individual work stations to accommodate 40. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, (2) Lockable storage for resource materials and equipment, 35 ft of linear storage for student work, exterior storage/shelving at Kiln area of Art Yard, flat file drawer storage for art work and (3) a teacher workstation. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	(1) One teaching wall, a short-throw projector, a screen capable white board, ip based control

FINISHES

Floor	Floor: VCT/sealed concrete; Base: Rubber/vinyl
Ceiling	Acoustical tile at 9' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer for durability and to meet acoustical separation requirements)
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - Provide a minimum of 16 linear feet of whiteboard at the main instructional wall. Provide an additional 8 to 12 linear feet of whiteboard elsewhere in classroom. All whiteboards shall be magnetic. The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

ITEM 20

Art Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	Provide 4 large stainless steel trough sinks in base cabinets, all with clay traps. Cold water only.
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordination with bell.
Other Considerations	Odor producing areas such as paint drying areas shall be exhausted with no air recirculated. Paint spray booths shuld be operated in the Art Yard. If operated in the art classroom, the paint spray booths shall be exhausted by a dedicated exhaust system.

WINDOWS AND VISION PANELS

Operable? (Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y	
Interior	Vision light in doors	N	Y	
Other Considerations		-	-	

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Exterior and corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Art Education Classroom	Additional storage for resource materials, especially large format, and equipment. Storage for material resources, student works and tools of the art education program should be flexible and moveable. Roll up door or double doors to Art Yard. Items to consider in design: (1) Due to the wetness and drying of materials, mold, mildew and small can become problems if not properly address, (2) Access for delivery of materials, (3) Separation of water, dust, and technology, (4) flexible art storage to accomodate a variety of shapes and sizes.

ITEM 20

5.4 - Multi-Purpose - Individual Space Attributes

Multi-Purpose

Area/Department:	Drama, Music		
Occupants:	Students: 40	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classroom, Art Class Room, Art Yard
Nearby: Indirect	-
Distant: Separated	General Classroom Building, Science Garden, Gymnasium, Administration, Media Center, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Ideally fixed casework should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	(1) Individual work stations to accommodate 80. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, in addition seating to serve 250-300 including chair carts, (2) Lockable storage for resource materials and equipment, exterior storage/shelving at Art Yard, and (3) a teacher workstation. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	In room, overhead projector and video camera connected to a/v system, 2-4 speakers, wireless access point, an IP telephone, and computer. Fixture and Equipment may be both either contractor purchased/contractor installed or owner purchased/contractor installed.

FINISHES

Floor	Floor: Stained/Polish Concrete; Base: Rubber/Vinyl/Wood
Ceiling	Acoustical tile at 9' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer for durability and to meet acoustical separation requirements)
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

ITEM 20

Theater Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare,
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	-
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordination with bell.
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y
Interior	Vision light in doors	N	Y
Other Considerations		-	-

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Exterior and corridor doors lockable from both sides. The building should be able to be locked
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Dance performance	Determination of the flooring should support the curriculum and activity focus. Should Dance be incorporated, Stage should have a floor with spring/resilience to minimize student injury and discomfort.

ITEM 20

6.4 - Music Classroom - Individual Space Attributes

Music Classroom

Area/Department:	Music Education		
Occupants:	Students: 40	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classroom, Multi-Purpose Room, Art Yard
Nearby: Indirect	-
Distant: Separated	General Classroom Building, Science Garden, Media Center, Administration, Gym, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Base cabinets for sinks and student storage. Ideally fixed casework should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	(1) Individual work stations to accommodate 40. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Should chorrals be added to the curriculum, risers should be evaluated. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, (2) Lockable storage for resource materials, instruments, and equipment, and (3) a teacher workstation. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	(1) One teaching wall, a short-throw projector, a screen capable white board, ip based control for

FINISHES

Floor	Floor: Carpet; Base: Rubber/vinyl or wood
Ceiling	Acoustical tile at 9' minimum height or exposed structure with ceiling baffles (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board, acoustical requirements may include acoustical treatment on walls.
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - Provide a minimum of 16 linear feet of whiteboard at the main instructional wall. Provide an additional 8 to 12 linear feet of whiteboard elsewhere in classroom. All whiteboards shall be magnetic. The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

ITEM 20

Music Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	Provide 1 large stainless steel trough sink with a gooseneck faucet with a solids interceptor in base cabinet. Cold water only. This trough type sink is for cleaning of instruments. Should be accessible.
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordination with bell.
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? () Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y	
Interior	Vision light at doors	N	Y	
Other Considerations		-	-	

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Exterior and corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Music Classroom	Acoustical considerations may include non parallel walls in large rooms, minimal or no windows to exterior. Provide acoustical panels on all walls, and ceiling baffles. Provide sound proof metal doors to exterior. Provide double doors to exterior to facilitate movement of large instrument pieces and equipment.

ITEM 20

7.4 - Science Classroom - Individual Space Attributes

Science Classroom

Area/Department:	Science		
Occupants:	Students: 30	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another. Science rooms at the middle school level may be generic, as compared to high schools. The Science Classroom/Lab has fixed laboratory stations along the perimeter and a designated classroom area.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, Teacher workrooms
Nearby: Indirect	-
Distant: Separated	Multi-Purpose Room/Art, Science Garden, Media Center, Administration, Food Service

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Base cabinets for sinks and storage for science supplies and materials. Wall hung cabinets for science supplies and materials. The most efficient layout of storage should be determined during design phase. Ideally fixed casework should be avoided in lieu of Furniture (Movable).
Furniture (Movable)	(1) Individual work stations to accommodate 30. Work stations should be flexible/adaptable and easy for teacher and students to configure into large and small groups. Final determination of the student workstation arrangement and type will be made prior to procurement and in conjunction with site principal, (2) Lockable storage for resource materials and equipment, and (3) a teacher workstation and demonstration service island. A teacher workstation may typically include a teacher desk, teacher chair on casters, and 4 drawer legal file cabinet. A teacher demonstration service island may typically include chemical resistant top and sink and overhead mirror with data, electrical and gas availability. All Furniture (Movable) shall be owner purchased/owner installed.
Fixtures & Equipment	(1) One teaching wall, a short-throw projector, a screen capable white board, ip based control for audio/visual, (2) At teacher workstation, an IP telephone, computer, and (3) in room, overhead projector and video camera connected to a/v system, 2-4 speakers, wireless access point, confirm need for fume hood (exhausted or self contained) during design. Fixture and Equipment may be both either contractor purchased/contractor installed or owner purchased/contractor installed.

FINISHES

Floor	Floor: VCT or sealed concrete; Base: Rubber/vinyl
Ceiling	Acoustical tile at 10' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer for durability and to meet acoustical separation requirements)
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning. Instructional Surfaces - Provide a minimum of 16 linear feet of whiteboard at the main instructional wall. Provide an additional 8 to 12 linear feet of whiteboard elsewhere in classroom. All whiteboards shall be magnetic. The main instructional whiteboard may be a horizontal sliding type, however an appropriate section must be screen capable to accommodate short-throw projector. A tackable surface must be provided. Tackable surface may be on either end of main whiteboard or on other walls. Tackable walls may be considered. The area of tackable surface should be similar to amount at main instructional wall.

ITEM 20

Science Classroom (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system. (3) Confirm need of fumehoods for instruction. If needed exhaust system shall be designed in accordance with the lab hood manufacturer's recommendation or the Division of State Architect.
Plumbing	Six utility sinks - large and deep. Confirm stainless steel or resign and cold or hot/cold water. Verify need for piped gas during design. Confirm need for sink at teacher's demonstration island to be piped acid resistant, including need for acid neutralization tank.
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordiation with bell.
Other Considerations	Laboratory stations to include water and electricity. Confirm resin or stainless steel sink type and piped gas during design.

WINDOWS AND VISION PANELS

Operable? (Y?N) Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y
Interior	Vision light at doors	N	Y
Other Considerations		-	-

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Science Classrooms	Additional requirements focus on the safety, storage and the specific functions of a laboratory. Unobstructed aisle space should be a minimum of 4 feet between tables and areas for general seating. Allow a minimum of 8 feet from front wall to first row of seats. Exits should be provided per code and located and sized for the safe movement of students. Storage space for long term student projects is desirable, may store for days or weeks. Additional workspace and storage can be created by providing base cabinets and countertops along at least 2 walls. Cabinets should be constructed from marine-grade plywood with plastic laminate fronts; avoid particle board. Base cabinets should contain a mix of drawers of various sizes and shelves of adjustable heights. Provide tote tray cabinets – 12 to 15 inches deep in the base cabinets.

ITEM 20

9.4 - Media Center - Individual Space Attributes

Media Center

Area/Department:	Multiple		
Occupants:	Students: tbd	Faculty/Staff: 1+	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide space for teachers to design large group, small group, and individual instructional areas to allow for a variety of curriculum activities, with ease of student movement from one activity to another.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classroom Building, Courtyard, Food Service
Nearby: Indirect	Administration, Multi-Purpose/Art, Gymnasium
Distant: Separated	PE Fields

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Furniture for circulation desk. Storage cabinets for work/storage room. Designer may modify to fit floor plan. Ideally fixed casework should be avoided in lieu of Furniture (Movable)
Furniture (Movable)	Quantity and types to be evaluated during design. Shall be flexible and adaptable to support individual and collaboration learning. Shall be owner provided/owner installed.
Fixtures & Equipment	(1) two teaching walls, a short-throw projector, a screen capable white board and/or motorized screen, ip based control for audio/visual, (2) At circulation workstation, an IP telephone, computer, and (3) in room, speaker quantity and types to be determined during design, wireless access point(s). Fixture and Equipment may be both either contractor purchased/contractor installed or owner purchased/contractor installed.

FINISHES

Floor	Floor: VCT/carpet/or stained/colored concrete; Base: Rubber/vinyl/wood
Ceiling	Acoustical tile at 9' minimum height or exposed structure (if acoustic levels can be achieved)
Walls	Painted CMU or painted gypsum board (double layer for durability and to meet acoustical
Other	Surfaces - The main instructional whiteboard may be a horizontal sliding type, however an

ITEM 20

Media Center (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	1 separate circuit for audio/visual components, 2-3 separate circuits (5 outlets each) for general use. Provide any speciality outlets for custodial use as necessary.
Lighting	Shall efficiently combine use of daylighting with artificial lighting. Natural light, control glare, supplement with indoor florescent lighting with multi-level and/or zoned switching.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet. (1) Provide individual thermostat control with range set points in each air-conditioned classroom. Locate thermostat near teacher workstation. Verify final thermostate location and need for lockable protective thermostat cover during design. (2) HVAC controls shall be connected to District's energy management system.
Plumbing	-
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	Provide radio controlled battery wall clock tied to network clock for coordiation with bell.
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y	
Interior	Vision light at doors	N	Y	
Other Considerations		-	-	

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Exterior and corridor doors lockable from both sides. The building should be able to be locked
First Aid	Access to first-aid kit should be near by.

SPECIAL CONSIDERATIONS

Protective screens, safety wires	-
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
Theater	Determination of the flooring should support the curriculum and activity focus. Should Dance be

ITEM 20

12.4 - Individual Space Attributes

Gymnasium

Area/Department:	Physical Education		
Occupants:	Students: 40-70	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games, and physical fitness. All-school gatherings, assemblies, meetings, and presentations. Physical education and fitness classes. Community programs, assemblies and meetings. Non-PE activities during lunch period.
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker Rooms, PE Storage
Nearby: Indirect	Other PE teaching stations; restrooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Audio cabinet for portable sound equipment
Furniture (Movable)	-
Fixtures & Equipment	Seating to accommodate 500. Permanent or foldaway bleachers. Confirm in design if retractable curtains to divide space into 2 teaching stations is necessary. Provide six basketball backboards with key powered swing up capability. Do not block lines or interfere with folding wall. Basketball hoops and supports should retract so as not to hinder play by other activities. Provide volleyball standards and permanent in-floor mounted net post sleeves/floor plates for volleyball equipment. Provide scoreboard.

FINISHES

Floor	Athletic/Wood floor surface. Floor marked for various courts (basketball, volleyball, etc.) with an overlapping court for team play.
Ceiling	Preferred 24' clear ceiling height to allow volleyball.
Walls	Include feature color for school spirit, acoustical wall panels as necessary. Hard surfaces to allow rebound of balls to height of 8'. Students must be able to move about safely. Avoid wall projections of equipment. Provide protective wall pads on walls under baskets.
Other	Surfaces above head-height to be easily accessible for maintenance/cleaning.

ITEM 20

Gymnasium (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	Separate circuits for AV/computer equipment. Provide any speciality outlets for custodial use.
Lighting	Caged high intensity discharge downlights. Natural light, control glare.
HVAC	Natural & mechanical ventilation, individual temperature control; quiet
Plumbing	2 recessed drinking fountains (1 ADA)
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others.
Special Utilities/Services	-
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Y?N) Shades? (Y/N)

Exterior	Access to natural light & ventilation	Y	Y	
Interior	Sidelite at strike-jamb or corridor doors	N	Y	
Other Considerations		-	-	

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides. The building should be able to be locked off or separated from the rest of the school for community use.
First Aid	First-Aid Kit

SPECIAL CONSIDERATIONS

Protective screens, safety wires	Consider the need to prevent balls from getting caught on ceiling equipment, speakers, etc. Provide screens over all exit signs, intercom speakers, fire alarm apparatus, & other damageable equipment. Provide safety wire attachment to ceiling diffusers & any items not covered by screens.
Minimize projections	Equipment & devices on floor and walls should be flush mounted.

ITEM 20

12.4a - Individual Space Attributes

Locker Rooms

Area/Department:	Physical Education		
Occupants:	Students: 60-100	Faculty/Staff: 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Boys and girls locker and dressing areas. Storage of personal clothes and belongings. Restroom function.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE teaching stations, PE offices
Nearby: Indirect	PE storage rooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	Provide sufficient storage lockers in each locker room. Dressing benches to seat 60.
Furniture (Movable)	-
Fixtures & Equipment	Soap dispensers, paper towel dispensers, trash receptacles, x-x toilet stalls/urinals, electric hand/hair dryers.

FINISHES

Floor	VCT/Concrete. Slope floor to drains.
Ceiling	-
Walls	Ceramic tile
Other	Color - school color for team spirit

ITEM 20

Locker Rooms (cont.d)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical	-
Lighting	Energy-efficient fixtures
HVAC	Individual temperature control
Plumbing	Lavatories, 1 ADA drinking fountain, floor drains as needed, laundry
Acoustical	-
Special Utilities/Services	X # of Toilets (private stalls), Urinals (boys) - x to x per locker room
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Y?N)

Shades? (Y/N)

Exterior	-	-	-
Interior	Visibility from PE Offices	N	Y
Other Considerations	-	-	-

CONTROL AND SAFETY NEEDS

Access Control	Blocked sight lines from corridor/gym into locker rooms
-	-
-	-

SPECIAL CONSIDERATIONS

Moisture Control	Adequate ventilation, moisture resistant materials
-	-

ITEM 20

12.4b- Individual Space Attributes

PE Office/Staff Locker Room

Area/Department:	Physical Education		
Occupants:	Students: -	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for teachers to work as a team and/or individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items. File storage (semester & daily-use files). PE resource materials and reference books.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker Rooms, Gymnasium
Nearby: Indirect	Other PE teaching stations; equipment/storage rooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	NOTE: maximize use of moveable furniture. Open wall shelving above work strations.
Furniture (Movable)	x workstations, x adjustable task chairs, x activity/conference table, x wardrobe unit (lockable), x lockable file cabinets, dressing bench, vanity
Fixtures & Equipment	Copier, printer, scanner; tack board, white board; soap dispenser, paper towel dispenser, trash receptacle, toilet, sink, shower, hand/hair dryers

FINISHES

Floor	Office: VCT/Concrete; Restroom: VCT/Concrete, slope floor to drain
Ceiling	Sound absorptive
Walls	Restroom: tile up 6" on walls
Other	-

ITEM 20

PE Office/Staff Locker Room (cont'd)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	Provide for workstations/equipment
Lighting	Task lighting and energy efficient fixtures; daylight
HVAC	Natural & mechanical ventilation, individual temperature control; quiet
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Y?N)

Shades? (Y/N)

		Operable? (Y?N)	Shades? (Y/N)	
Exterior	-	-	-	
Interior	2-way and strategically placed mirrors to	N	Y	
Other Considerations		-	-	

CONTROL AND SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
Safety	Area to administer first-aid
-	-

SPECIAL CONSIDERATIONS

PLANNING NOTE	While students are not intended to have open access to the Staff Offices, they should feel welcome to
Theme/Ownership	Consider color, graphics or other design features to celebrate the PE program.

ITEM 20

12.4c - Individual Space Attributes

Storage Rooms

Area/Department:	Physical Education		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Storage of equipment and apparatus to support the PE program, including adaptive PE.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE teaching stations
Nearby: Indirect	Locker Rooms, PE Offices
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves; Rolling carts/bins for PE equipment, balls, etc.
Fixtures & Equipment	-

FINISHES

Floor	Utility floor finishes (resilient flooring or sealed concrete)
Ceiling	Exposed and/or sound absorptive
Walls	-
Other	If floor finish changes at access door, include transition threshold for ease of rolling carts.

ITEM 20

Storage Rooms (cont'd)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical	-
Lighting	Energy efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? (Shades? (Y/N)

Exterior	-	-	-	
Interior	Sidelite at door for supervision	N	N	
Other Considerations	-	-	-	

CONTROL AND SAFETY NEEDS

Access Control	Lockable door
Security	Consider separate access to various sets of equipment for various user groups.
-	-

SPECIAL CONSIDERATIONS

Access Clearance	Double doors with no or removable mullion
-	-

ITEM 20

12.4d - Individual Space Attributes

Outdoor PE Storage

Area/Department:	Physical Education		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Storage of equipment and apparatus to support the PE program, including adaptive PE.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gymnasium, PE Playfields and courts
Nearby: Indirect	Locker Rooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves; Rolling carts/bins for PE equipment, balls, etc.
Fixtures & Equipment	-

FINISHES

Floor	Utility floor finishes (resilient flooring or sealed concrete)
Ceiling	Exposed and/or sound absorptive
Walls	-
Other	If floor finish changes at access door, include transition threshold for ease of rolling carts.

ITEM 20

Outdoor PE Storage (cont'd)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical	Provide convenience outlet (1 min.)
Lighting	Energy efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	Provide telephone

WINDOWS AND VISION PANELS

Operable? (Shades? (Y/N)

Exterior	-	-	-	
Interior	-	-	-	
Other Considerations	-	-	-	

CONTROL AND SAFETY NEEDS

Access Control	Lockable door
Security	Consider separate access to various sets of equipment for various user groups.
-	-

SPECIAL CONSIDERATIONS

Access Clearance	Double or 4' wide door to outside
-	-

ITEM 20

12.4e - Individual Space Attributes

Outdoor Teaching Stations

Area/Department:	Physical Education		
Occupants:	Students: 40-70	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games, and physical fitness. All-school gatherings and assemblies. Physical education and fitness classes. Community programs, assemblies and meetings. Non-PE activities during lunch period. Outdoor space shall be sufficient to accommodate (1) DG 8-lane track, (1) Natural Turf Soccer Field, (7) Asphalt Hard Courts (to provide flexibility to accommodate basketball/other PE activities)
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Outdoor PE Storage
Nearby: Indirect	Other PE teaching stations; Gymnasium
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT (includes basic FF&E items only, additional items may be required)

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Outdoor PA system, Backboards for basketball are permanently installed at regulation height. Basketball layouts provide both official size and cross-court biddy type for optimum use by students. Exact court markings/stripping to be determined with school site during the design phase.

FINISHES

Floor	D.G. 8-lane Track, Natural Turf Soccer Field, Asphalt Hardcourts
Ceiling	-
Walls	-
Other	-

ITEM 20

Outdoor Teaching Stations (cont'd)

UTILITIES & SERVICES (supplemental to all applicable building & life-safety codes)

Electrical/Data	Wi-fi, provide outlets at structural columns of the playcourt to accommodate portable A/V/PA equipment
Lighting	Pathway lighting
HVAC	-
Plumbing	Provide accessible water fountains (dual height), hose-bibs, fields should be irrigated to facilitate
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS AND VISION PANELS

Operable? () Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL AND SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	The fields/playcourts should be able to be locked off or separated from the rest of the school for community use.
First Aid	First-Aid Kit

SPECIAL CONSIDERATIONS

Soil	To be tested to determine percolation rate, quality and chemistry of soil. Based on results, soil may need to be amended for appropriate percolation, resiliency, and growth of grass.
Grassed Fields	To be turned over to school site in a rock and weed free condition after renovation of field project.
Drainage Design	Design shall incorporate proper drainage practices to meet all appropriate codes/regulations and avoid situations of ponding, extended wetness/muddiness, growth of mold/mildew, and erosion of soil.
Perimeter Concerns	Attention to the perimeter detailing of the fencing locations and edge of the playcourt surfacing needs to address safety, durability and drainage concerns.