San Dieguito
Union High School District

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

BOARD WORKSHOP
MINUTES

WEDNESDAY, OCTOBER 13, 2010
1:30 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 Wednesday, October 13, 2010, at the above location, in the Board Room.

ATTENDANCE

BOARD OF TRUSTEES
Joyce Dalessandro
Linda Friedman
Barbara Groth
Beth Hergesheimer
Deanna Rich

DISTRICT ADMINISTRATION
Ken Noah, Superintendent
Terry King, Associate Superintendent, Human Resources
Rick Schmitt, Associate Superintendent, Educational Services
David Jaffe, Executive Director, Curriculum & Instruction
Becky Banning, Recording Secretary

APPROVED IN PUBLIC MEETING OF THE
BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT _10-21-10_

Becky Banning
BECKY BANNING RECORDING SECRETARY
BOARD OF TRUSTEES

1. CALL TO ORDER – The meeting was called to order at 1:31 PM.

INFORMATION ITEM

2. STUDENT ACHIEVEMENT UPDATE

   Mr. Schmitt and Mr. Jaffe updated the board on the district's vision for improving student achievement. It featured a detailed overview of testing data and examples of specific work in the development of specific learning objectives, formative assessments and results, and intervention programs.

   California Standards Test comparisons were also reviewed, by subject and by subgroups. (See attached handout for details).

   A future workshop scheduled for November 18th, will include a hands-on demonstration of Plato Online, a new program being implemented that allows students to learn online anytime, anywhere.

3. ADJOURNMENT – The meeting was adjourned at 3:00 PM.

Joyce Dalessandro
Joyce Dalessandro, Board Clerk

_10-21-10_
Date

Ken Noah
Ken Noah, Superintendent

_10.25.10_
Date

S.D.U.H.S.D.
Vision for Improving Achievement for Each Student

Our vision for this process is to develop a collaborative culture in which teachers regularly and frequently work together in a highly focused and effective manner in pursuit of continuously improving student learning. This is not a terminal vision with an end point, but rather a vision of a different and ongoing way of working together to improve student learning. Ultimately, this will result in the use of high quality, site-based common assessments for all core subjects to provide teachers with timely and meaningful data about student learning, for each student. The goal is not to assess for assessment's sake, but rather to agree upon the most important knowledge and skills our students must learn and then to work collaboratively to ensure that our students learn these important outcomes at the levels that we expect. The assessments we develop are merely the tools we will use to measure student learning and from which we will derive information about each student's learning – the assessments are the means to an end (collaborating to improve student learning), not the end itself. In our vision student learning will be assessed on three important levels:

1) Individual level – Teachers use assessment data to assess how well each individual student learns the identified learning outcomes and identify individual strengths and weaknesses in relation to these learning outcomes.
2) Classroom level - Teachers use assessment data to identify the collective strengths and weaknesses of the students in their classes.
3) Schoolwide level – Teachers use assessment data to collaboratively identify the collective strengths and weaknesses of students across the school.

With these three levels of assessment information, teachers work collaboratively to:

- Target individual students for remediation, growth targeted instruction, and support at both the classroom and school levels.
- Identify student-specific, course-specific, and/or schoolwide goals relating to student learning.
- Improve individual and collective student learning by identifying, sharing, and implementing best instructional practices and effective curricular resources relating to student-specific, course-specific, and/or schoolwide goals.
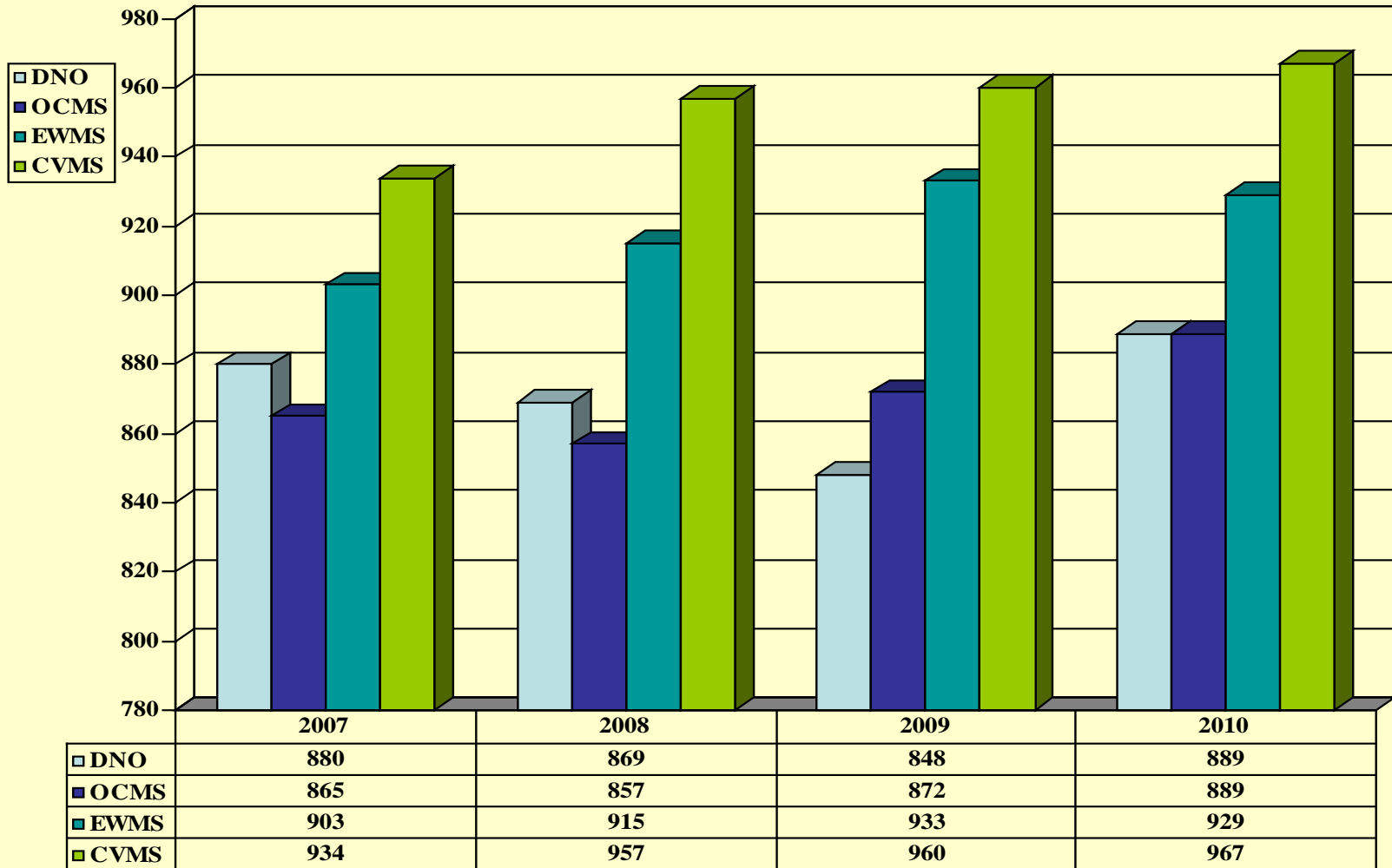
This is a continuous process in that we are constantly working to improve student learning – when one shared goal is achieved, we identify a new one and work collaboratively to achieve that next goal. This collaborative process respects and relies upon teacher expertise and professionalism to identify key learning outcomes, develop appropriate and effective site-based common assessments, identify appropriate individual and collective student learning goals, and to direct their own professional growth in relation to these goals. We believe that through this process we will ensure high level, continuous learning for each of our students. We invite you to join us in this pursuit!

Six Part Vision

1. Collaborative
2. Continuous growth / improvement for each student
3. Open ended
4. Common learning goals for each course
5. Common assessments for each course
6. Intervention through Formative process
   - each student
   - systemic

ACADEMIC PERFORMANCE INDEX (API)

API Performance by Middle School

	2007	2008	2009	2010
DNO	880	869	848	889
OCMS	865	857	872	889
EWMS	903	915	933	929
CVMS	934	957	960	967

API Performance by High School

	2007	2008	2009	2010
LCC	806	805	819	816
SDA	812	810	815	847
TP	852	849	860	870
CCA	845	843	867	894

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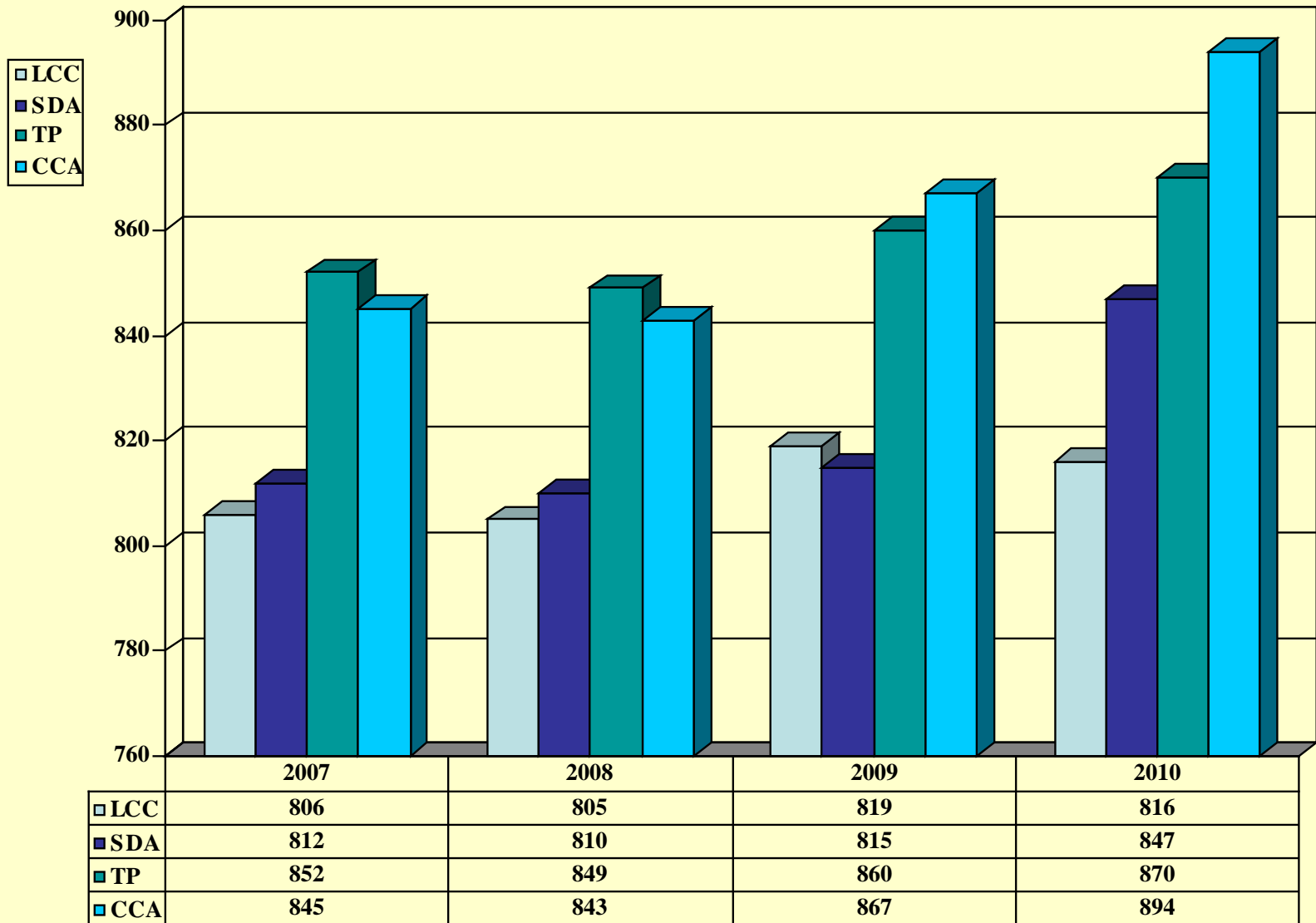
API Growth 2009 to 2010

Middle Schools

School	2009 API	2010 API	Pt. Change
Carmel Valley MS	960	967	+7
Diegueno MS	848	889	+41
Earl Warren MS	933	929	-4
Oak Crest MS	872	889	+17

High Schools

School	2009 API	2010 API	Pt. Change
Canyon Crest Academy	867	894	+27
La Costa Canyon HS	819	816	-3
San Dieguito Academy	815	847	+32
Torrey Pines HS	860	870	+10

Alternative Schools

School	2009 API	2010 API	Pt. Change
North Coast	732	709	-23
Sunset	708	572	-136

District

	2009 API	2010 API	Pt. Change
SDUHSD	862	877	+15

API Performance by Sub-group
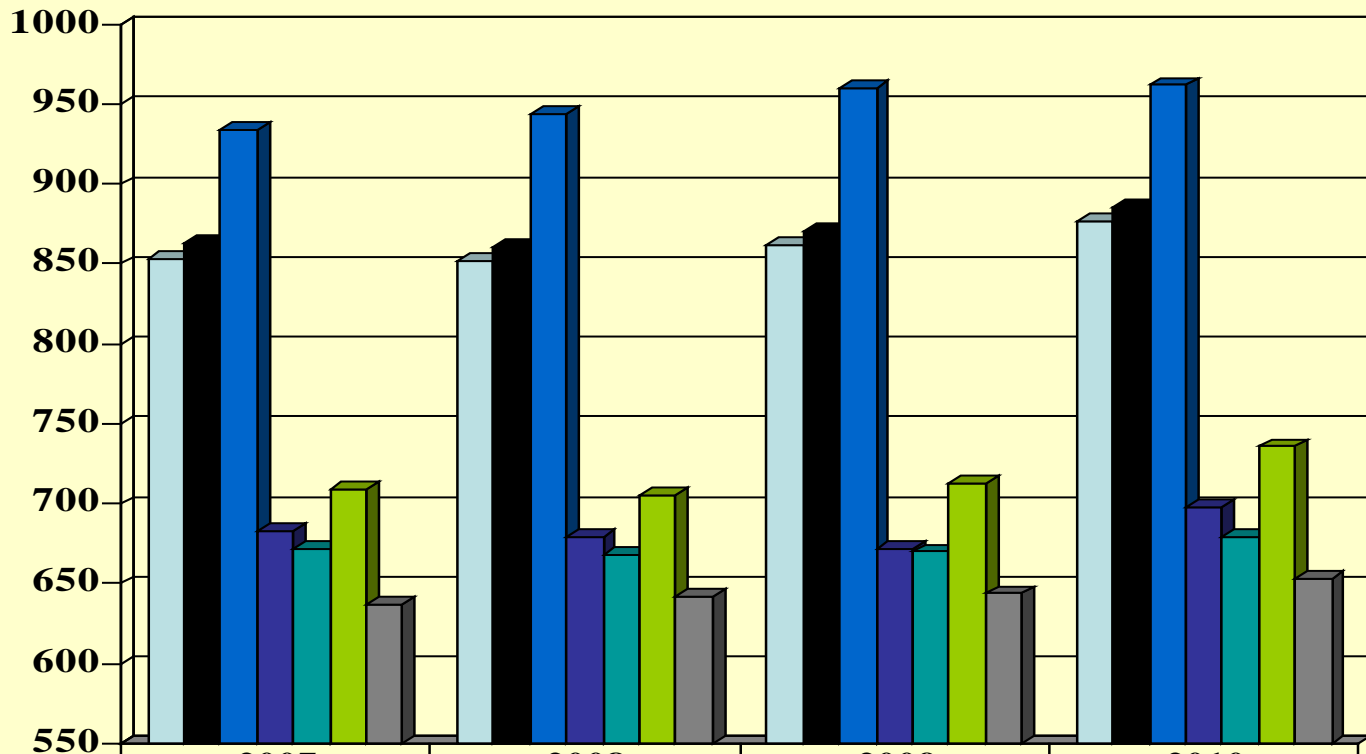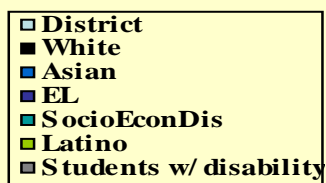
	2007	2008	2009	2010
☐ District	853	852	862	877
■ White	863	861	871	886
■ Asian	934	944	960	962
■ EL	683	679	672	698
■ SocioEconDis	672	668	670	679
■ Latino	709	705	713	736
■ Students w/ disability	637	642	644	653

ANNUAL MEASUARBLE OBJECTIVES (AMO)
&
ADEQUATE YEARLY PROGRESS

Percent Proficient on English Language Arts CST (AYP)
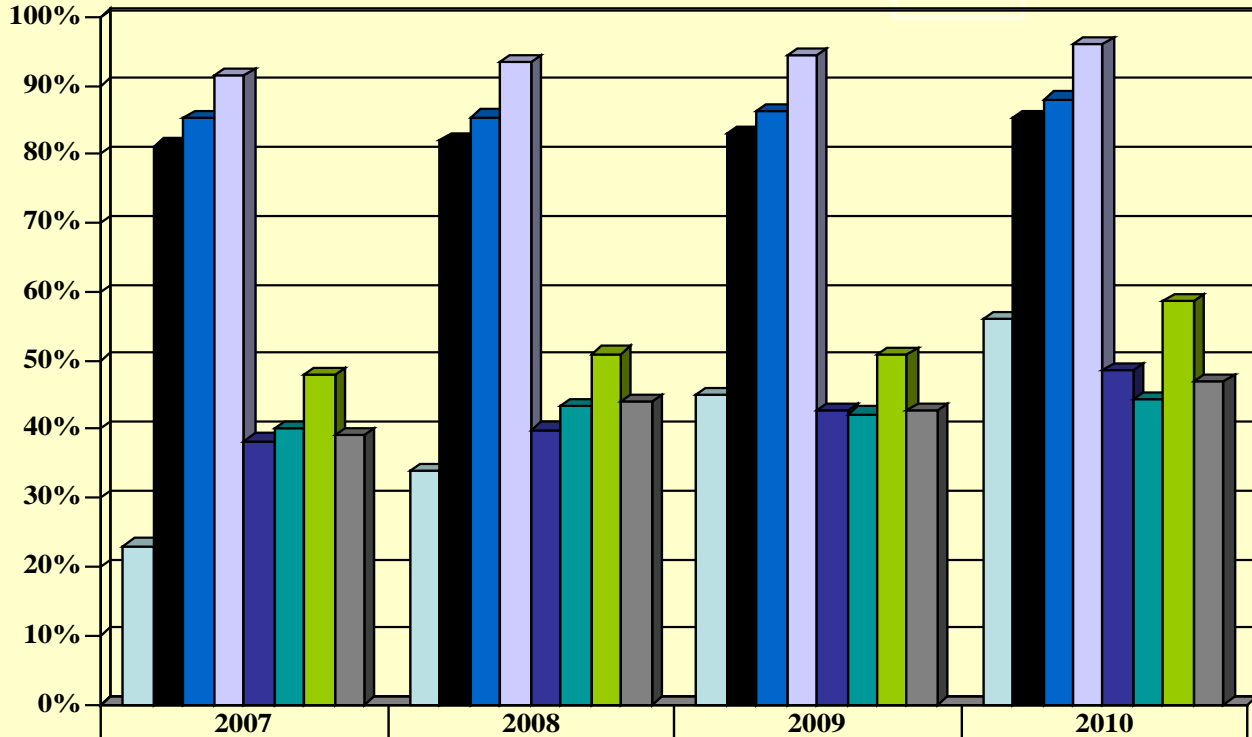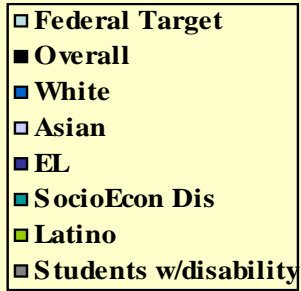
	2007	2008	2009	2010
Federal Target	23%	34%	45%	56%
Overall	81.20%	82.10%	82.90%	85.20%
White	85.30%	85.40%	86.30%	88.00%
Asian	91.50%	93.30%	94.40%	96.10%
EL	38.30%	39.90%	42.80%	48.50%
SocioEcon Dis	40.00%	43.30%	42.20%	44.40%
Latino	48.00%	51.00%	50.90%	58.60%
Students w/disability	39.00%	43.90%	42.80%	46.90%

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English Language Arts - Subgroup Comparison
Percent of Students at or Above Proficient

(Minimum Federal Target = 56% prof.)	2007	2008	2009	2010	4 Year Change
All Students	81.0%	82.1%	82.9%	85.2%	+4.2%
Hispanic or Latino	48.0%	51.0%	50.9%	58.6%	+10.6%
Socio-Econ Disadvantaged	40.0%	43.3%	42.2%	44.4%	+4.4%
English Learners	38.3%	39.9%	42.8%	48.8%	+10.5%
Students with Disabilities	39.0%	43.9%	42.8%	46.9%	+7.9%

Percent Proficient on Math CST (AYP)

	2007	2008	2009	2010
□ NCLB Target	24.00%	35.00%	45.50%	56.40%
■ Overall	76.70%	78.20%	80.40%	82.00%
■ White	79.20%	80.60%	82.60%	84.00%
■ Asian	92.10%	96.00%	95.10%	96.20%
■ EL	44.80%	44.70%	47.90%	50.60%
■ SocioEconDis	42.70%	40.40%	43.30%	46.10%
■ Latino	48.40%	45.80%	52.80%	55.30%

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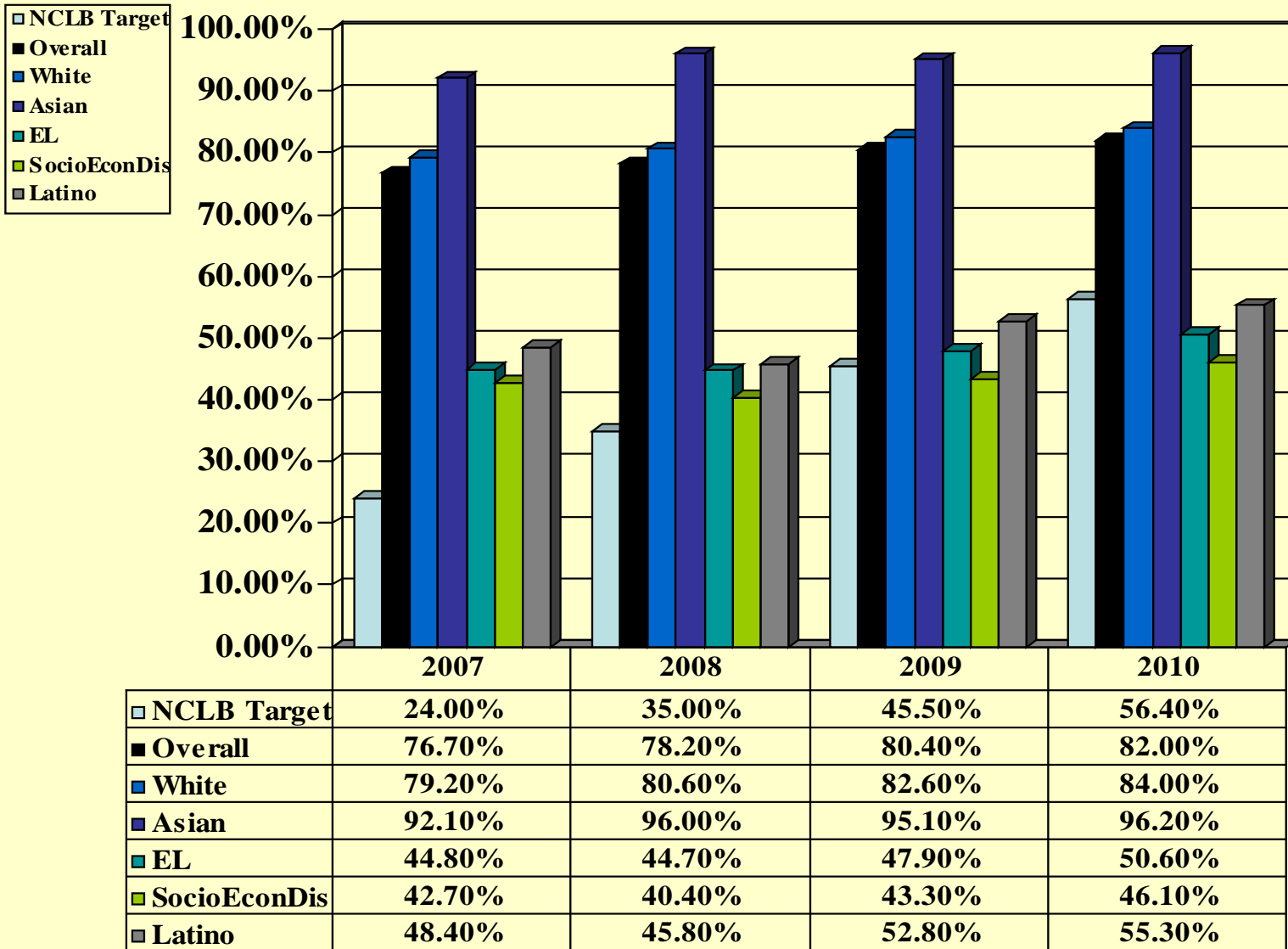
Math - Subgroup Comparison
Percent of Students at or Above Proficient

(Minimum Federal Target = 56.4% Prof.)	2007	2008	2009	2010	4 Year Change
All Students	**77.0%**	**78.2%**	**80.4%**	**82.0%**	**+5%**
Hispanic or Latino	**48.4%**	**45.8%**	**52.8%**	**55.3%**	**+6.9%**
Socio-econ Disadvantaged	**42.7%**	**40.4%**	**43.3%**	**46.1%**	**+3.4%**
English Learners	**44.8%**	**44.7%**	**47.9%**	**50.6%**	**+1.8%**
Student with Disabilities	**31.9%**	**39.2%**	**38.5%**	**40.6%**	**+8.7%**

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California Standards Test Comparison by Subject (All Students)
2007 - 2010

All Students	2007		2008		2009		2010		
Subject	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% inc/dec 07 to 10
ELA (all)	74	10,066	74	10,072	76	10,187	80	10,253	6
7	83	1,848	81	1,878	84	1,924	87	1,930	4
8	76	1,862	79	1,883	76	1,913	81	1,948	5
9	77	2,135	79	2,069	82	2,134	82	2,093	5
10	68	2,153	70	2,145	70	2,133	75	2,078	7
11	65	2,081	64	2,105	66	2,091	71	2,045	6
Math (Grade 7)	76	1,758	77	1,769	78	1,816	82	1,930	6
General Math	32	655	36	583	42	661	43	661	11
Algebra I	55	2,278	61	2,125	66	2,046	69	2,004	14
Geometry	47	1,903	42	1,965	48	1,957	50	1,867	3
Algebra II	42	1,703	39	1,708	37	1,775	44	1,749	2
Summative Math	62	1,332	56	1,395	63	1,493	65	1,555	3
History (Grade 8)	73	1,858	75	1,882	77	1,911	82	1,955	9
World History	51	2,158	54	2,225	61	2,182	63	2,132	12
U.S. History	59	2,023	61	2,068	68	2,067	72	2,025	11
Science (Grade 8)	74	1,845	84	1,876	82	1,907	87	1,944	13
Science (Grade 10)	64	2,099	69	2,129	72	2,113	75	2,067	11
Biology	66	2,438	73	2,226	68	2,288	71	2,594	5
Chemistry	53	1,579	49	1,637	54	1,732	60	1,624	7
Earth Science	39	524	40	692	41	650	44	448	5
Physics	61	678	65	771	69	828	72	855	11

California Standards Test Comparison by Subgroup (All Subjects)

Subject	Econ			EL			Hispanic/Latino			SPED		
	# Tested 2010	% Prof 2010	inc/dec from 2009	# Tested 2010	% Prof 2010	inc/dec from 2009	# Tested 2010	% Prof 2010	inc/dec from 2009	# Tested 2010	% Prof 2010	inc/dec from 2009
ELA 7	76	52	5	106	36	3	225	64	12	164	48	11
ELA 8	184	42	13	104	17	3	248	52	15	199	34	3
ELA 9	169	41	1	119	21	10	253	52	-1	176	37	-1
ELA10	163	27	-6	104	9	2	266	43	3	187	34	5
ELA11	164	35	10	92	14	10	259	44	7	170	24	-2
Math (Grade 7)	75	48	13	100	35	9	221	55	12	172	36	9
General Math	167	26	0	122	18	-3	201	30	1	215	17	-5
Algebra 1	197	26	-1	131	17	-3	284	33	0	196	21	-3
Geometry	112	14	0	67	19	7	182	24	4	97	22	2
Algebra II	70	19	9	31	41	19	140	22	6	76	22	12
Summative Math	46	33	2	19	63	3	102	41	-2	23	35	8
History (Grade 8)	191	47	12	112	28	5	255	56	12	207	39	-2
World History	179	23	-4	119	7	-4	284	30	0	189	34	1
U.S. History	164	32	-1	92	12	8	255	41	1	165	37	12
Science (Grade 8)	186	54	10	105	37	8	249	62	12	197	45	-1
Science (Grade 10)	162	30	-5	104	15	6	264	41	1	181	36	4
Biology	182	34	4	115	19	6	280	41	1	166	31	-11
Chemistry	57	27	1	19	27	13	139	35	6	51	35	4
Earth Science	106	22	3	77	8	2	136	26	3	131	26	3
Physics	22	60	39	6	*	*	52	38	2	4	50	0

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CAHSEE

CAHSEE Results – 2008 to 2010 Comparison

Tested or Passing	Subject	All Students			Special Education Students			English Learner (EL) Students			Redesignated Fluent-English Proficient (RFEP) Students			Socio- economically Disadvantaged		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
# Tested	Math	2,165	2,140	2,090	157	181	193	97	108	113	95	123	100	175	181	172
% Passing	Math	94%	95%	96%	63%	72%	78%	47%	56%	58%	94%	95%	98%	68%	73%	70%
# Tested	ELA	2,171	2,148	2,091	155	184	187	99	108	119	95	124	100	173	184	176
% Passing	ELA	95%	94%	96%	75%	76%	78%	37%	43%	47%	95%	94%	100%	73%	66%	66%

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Advanced Placement Testing

Advanced Placement Pass Rates
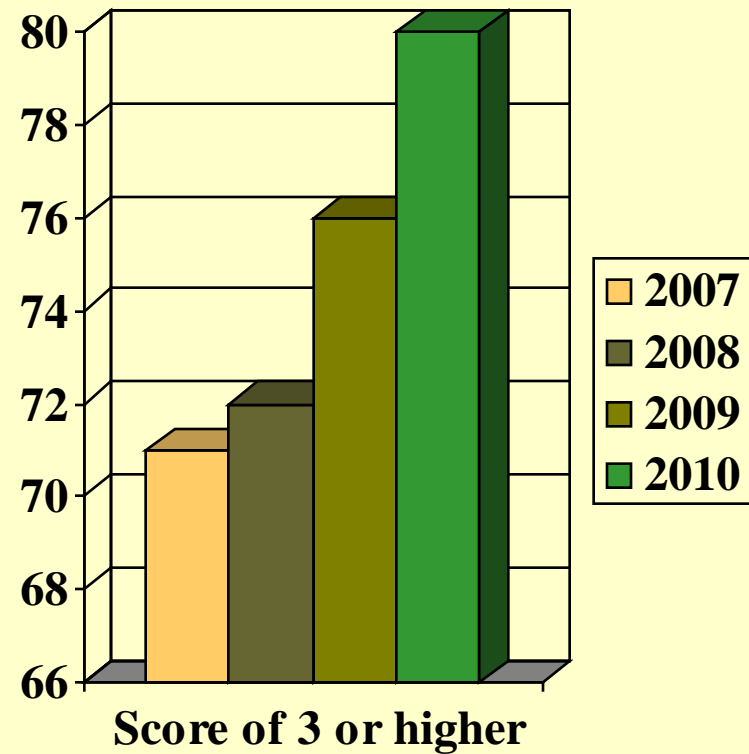## (Students Receiving a Score of 3 or Higher)

While the number of students taking the test increases, so does the number of students receiving a passing score.
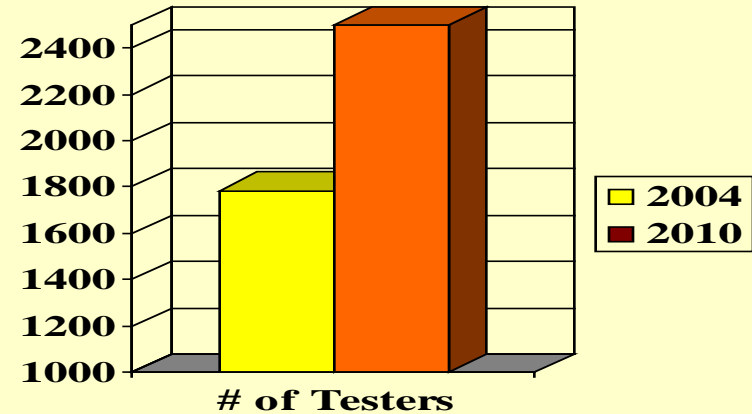
2007 = 71%

2008 = 72%

2009 = 77%

2010 = 80%
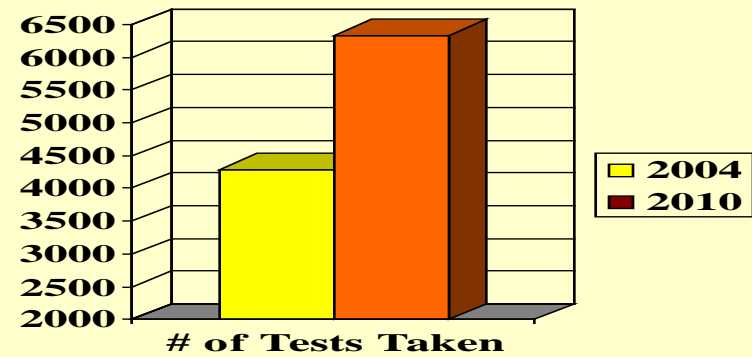

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Advanced Placement Participation Rate

# of Testers, % increase

2004 = 1,785

2005 = 2,480

2006 = 2,384

2007 = 2,654

2008 = 2,706

2009 = 2,761

2010 = 2,883, + 62%

# of Tests Taken, % increase

2004 = 4,292

2005 = 5,204

2006 = 5,243

2007 = 6,030

2008 = 6,060

2009 = 5,893

2010 = 6,338, + 48%

Middle School Math Enrollment and Proficiency Trends

7th Grade Students in Pre- Algebra or Higher
2008-09 through 2010-11

School	2008-09 Enrollment	2009-10 Enrollment	2010-11 Enrollment
CVMS	90%	94%	91%
DNO	75%	84%	88%
EW	81%	88%	86%
OC	69%	80%	83%
District MS	**79%**	**87%**	**88%**

7th Grade Students in Pre- Algebra or Higher
2008-09 through 2009-10

School	2008-09 % Proficient or Adv	2009-10 % Proficient or Adv	2010-11 % Proficient or Adv
CVMS	96%	94%	not available
DNO	90%	92%	not available
EW	96%	89%	not available
OC	87%	88%	not available
District MS	**92%**	**91%**	not available

8th Grade Enrollment - Algebra & Geometry
2006 -07 through 2010-11

Schl	2006-07 Enrollment	2007-08 Enrollment	2008-09 Enrollment	2009-10 Enrollment	2010-11 Enrollment
CVMS	83%	90%	90%	95%	99%
DNO	63%	59%	59%	71%	89%
EW	79%	83%	81%	95%	98%
OC	56%	64%	66%	70%	82%
District	**71%**	**75%**	**74%**	**83%**	**93%**
County	not available	60%	60%	not available	not available
CA	49%	56%	60%	not available	not available

8th Grade Proficient or Advanced - Algebra & Geometry
2006-07 through 2009-10

Schl	2006-07 % Proficient or Adv	2007-08 % Proficient or Adv	2008-09 % Proficient or Adv	2009-10 % Proficient or Adv	2010-11 % Proficient or
CVMS	81%	81%	90%	90%	not available
DNO	85%	95%	93%	98%	not available
EW	83%	72%	86%	88%	not available
OC	88%	85%	91%	96%	not available
District	**83%**	**83%**	**90%**	**93%**	not available
County	not available	48%	56%	not available	not available
CA	38%	45%	47%	not available	not available