

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

**JUNE 21, 2012**

**THURSDAY, JUNE 21, 2012  
6:30 PM**

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

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

1. President Dalessandro called the meeting to order at 5:45 PM to receive public comments on Closed Session agenda items. No public comments were presented.
2. CLOSED SESSION ..... (ITEM 2)  
The Board convened to Closed Session at 5:46 PM to:
  - 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.* (4 issues)
  - B. To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.  
Agency Negotiators: Superintendent and Associate Superintendents (3)  
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
  - C. Consideration and/or deliberation of student discipline matters (2 cases)

**OPEN SESSION / ATTENDANCE**

BOARD OF TRUSTEES

Joyce Dalessandro  
Barbara Groth  
Beth Hergesheimer  
Amy Herman  
John Salazar

STUDENT BOARD REPRESENTATIVES

(Student Board not present during summer break)

DISTRICT ADMINISTRATORS / STAFF

Ken Noah, Superintendent  
Eric Dill, Associate Superintendent, Business Services  
Terry King, Associate Superintendent, Human Resources  
Rick Schmitt, Associate Superintendent, Educational Services  
Mike Coy, Director, Technology  
Sue Koehnen, Director, Personnel  
Rick Ayala, Director, Pupil Services  
Delores Perley, Director, Finance  
Manuel Zapata, Coordinator, ROP / CTE / English Language Intervention  
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 6:30 PM by Ms. Joyce Dalessandro.
4. PLEDGE OF ALLEGIANCE .....(ITEM 4)  
Ms. Dalessandro led the Pledge of Allegiance.
5. REPORT OUT OF CLOSED SESSION .....(ITEM 5)  
The board met in closed session and approved the recommended expulsion of student #781709 and the stipulated expulsion of student #1202548. All motions were unanimously carried. The board also approved the suspension agreement of employee #65906. Motion unanimously carried.
6. APPROVAL OF MINUTES OF THE REGULAR BOARD WORKSHOP AND REGULAR MEETING OF MAY 24, 2012, AND SPECIAL SESSION / WORKSHOP OF JUNE 11, 2012  
It was moved by Ms. Groth, seconded by Ms. Herman, to approve the Minutes of the May 24<sup>th</sup> and June 11<sup>th</sup> meetings, as presented. Motion unanimously carried.

**NON-ACTION ITEMS .....(ITEMS 7 - 10)**

7. STUDENT UPDATES.....(NONE PRESENTED DURING SUMMER BREAK)

8. BOARD UPDATES .....(ITEM 8)

Mr. Salazar, Ms. Hergesheimer, Ms. Groth, and Ms. Dalessandro attended the Special Session of June 11<sup>th</sup>. Ms. Herman was out of state and not able to attend.

Board members also attended end of the year promotion and graduation ceremonies as follows:

Ms. Joyce Dalessandro – Earl Warren Middle School; Canyon Crest Academy

Ms. Barbara Groth – Diegueño Middle School; La Costa Canyon High School

Ms. Beth Hergesheimer – Sunset High School; San Dieguito Academy; Oak Crest Middle School

Ms. Amy Herman – Carmel Valley Middle School; Canyon Crest Academy

Mr. John Salazar – Adult Education; Torrey Pines High School

Other Updates:

Ms. Barbara Groth – also attended Torrey Pines High School awards night.

Ms. Beth Hergesheimer – attended a Board Member Action Day event where attendees met with Assemblyman Martin Garrick; Senator Wyland’s Chief of Staff was also in attendance; and attended an Encinitas General Plan Committee meeting earlier this week.

Ms. Amy Herman – attended a musical performance by the San Dieguito Academy theatre group; Earl Warren Middle School Renaissance Day; Achievement Summit at Dieguito Academy conducted by Dr. Grove.

9. SUPERINTENDENT’S REPORTS, BRIEFINGS AND LEGISLATIVE UPDATES

Mr. Noah first introduced Associate Superintendent Terry King who recognized the district’s Classified Employee of the Year, Diane Doss, Campus Supervisor at Sunset High School. Ms. Doss thanked Principal Rick Ayala for his support and leadership. Mr. Noah attended graduation and promotion ceremonies at Diegueño Middle School, Torrey Pines High School, and Canyon Crest Academy; gave an update on the Community Information and Input Session held earlier today at Torrey Pines High School; addressed the release of the district’s latest API scores, which reflected remarkable gains in all schools. (see attached news article)

10. ENGLISH LEARNER UPDATE ..... MANUEL ZAPATA, COORDINATOR

Mr. Zapata shared results of the CELDT test scores; an attached handout was reviewed. Mr. Zapata also provided an update to the Board on the progress of the ELAC parent committee; he introduced three parents that also addressed the board and thanked them for their continued support. Over 100 parents attended a recent workshop on gang awareness; Mr. Zapata also took a group of over 60 parents to this year’s Migrant Parent Annual Conference, held in May.

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

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

**11. SUPERINTENDENT**

A. GIFTS AND DONATIONS

Accept the Gifts and Donations, as presented.

B. FIELD TRIP REQUESTS

(None submitted)

C. APPROVAL OF CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF) SAN DIEGO SECTION, CONTINUATION OF MEMBERSHIP AGREEMENT, 2012-13

Approval of CIF Continuation of Membership Agreement for 2012-13 school year for annual renewal purposes, as required annually by State of California Interscholastic Federation Bylaws, and presented.

D. AUTHORIZATION OF SCHOOLS' ATHLETIC LEAGUE REPRESENTATIVES, (CIF), 2012-13

Approval of authorization of Schools' Athletic League Representatives for 2012-13 school year as required annually by State of California Interscholastic Federation Bylaws and 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.

B. 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, as shown in the attached supplement.

**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. San Diego County Office of Education (SDCOE) to provide migrant education program services to the San Dieguito Union High School District ROP program, during the period July 1, 2012 through June 30, 2013, at no cost to the district.

**14. PUPIL SERVICES / 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. Vista Hill Foundation dba Learning Assistance Center and GPS Services, to provide mental health assessments, at the hourly rate of \$90.00 per hour, during the period June 22, 2012 until terminated by 30 day notice, to be expended from the General Fund/Restricted 06-00.
2. Rady Children's Hospital, to provide three mental health therapists who will consult and coordinate with school district staff and provide outpatient mental health assessment and treatment of children and adolescents enrolled in San Dieguito Union High School District

programs, at the annual rate of \$323,165.00, to be expended from the General Fund/Restricted 06-00.

**B. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS**

Approve/ratify the following Parent Settlement and Release Agreement(s), to be funded by the General Fund 06-00/Special Education, and authorize the Executive Director of Pupil Services to execute the agreement(s):

1. Student ID #9067549961, in the amount of \$28,000.00.

**C. APPROVAL OF DESTRUCTION OF CLASS 3 DISPOSABLE RECORDS / SPECIAL EDUCATION**

Approve the recommendation to reclassify Special Education records as "Class 3", disposable, at which time they may be destroyed, as per California Code of Regulations, as presented.

**15. BUSINESS**

**A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. JPBLA, Inc. to provide landscape architectural services and landscape construction documents for miscellaneous maintenance projects as assigned, during the period July 1, 2012 through June 30, 2013, for an amount not to exceed \$35,000.00, to be expended from the fund to which the project is charged.
2. The Active Network, Inc. to provide Blue Bear Card Present Sales and Blue Bear Webstore Online Transactions credit card processing products and services to be charged to the district's credit card customers directly, during the period June 22, 2012 until district elects to discontinue using the products and services, at no charge to the district.
3. Murdoch, Walrath & Holmes to provide advocacy and consulting services, during the period July 1, 2012 through June 30, 2013, for an amount not to exceed \$25,800.00, to be expended from 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. Urban Tree Care, Inc., for district wide tree trimming services, extending the contract period from June 10, 2012 through June 9, 2013, with no changes to the contract, to be expended from the fund to which the project is charged.
2. D.A.D. Asphalt, Inc., for district wide asphalt paving services, extending the contract period from July 1, 2012 through June 30, 2013, with no changes to the contract, to be expended from the fund to which the project is charged.

**C. AWARD/RATIFICATION OF CONTRACTS**

Award/ratify the following contracts and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents:

1. Commercial & Industrial Roofing Co, Inc. for the Replace Roofing at Torrey Pines High School Northwest Portion of Building B project B2012-15, for an amount of \$243,888.00, to be expended from the Torrey Pines High School Lease Revenue Bonds 2012A.

**D. ACCEPTANCE OF RECOMMENDATION AND APPROVAL TO ENTER INTO CONTRACT**

Accept the recommendation of district staff to select Canteen Vending Services dba Compass Group for district wide vending machine operator services, during the period July 1, 2012 through June 30, 2015 with the option to renew for additional 12 month increments.

**E. APPROVAL OF CHANGE ORDERS**

(None Submitted)

F. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

G. AUTHORIZATION TO ADVERTISE FOR BIDS / APPROVE CONTRACTS AND AGREEMENTS

1. Authorize the Superintendent of Schools to direct the administration to advertise for any necessary bids, during the period July 1, 2012 through June 30, 2013.
2. Authorize the Superintendent of Schools or designee to approve entering into all contracts/agreements, during the period June 22, 2012 through September 5, 2012, and that the contracts/agreements be presented to the Board of Trustees for ratification at the next regularly scheduled meeting.

H. ADOPTION OF RESOLUTION AUTHORIZING SALE OF SURPLUS PERSONAL PROPERTY AND INSTRUCTIONAL SUPPLIES

Adopt the attached resolution authorizing the administration to sell surplus property on an as needed basis during the course of the 2012-13 fiscal year.

I. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

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

**DISCUSSION / ACTION ..... (ITEMS 16 - 20)**

16. ADOPTION OF RESOLUTION, LAYOFF / REDUCTIONS OF HOURS OF CLASSIFIED EMPLOYEES / POSITIONS FOR FISCAL YEAR 2012-2013

It was moved by Ms. Groth, seconded by Ms. Hergesheimer, to adopt the Layoff Resolution / Reduction of Hours of Classified Employees, as presented. Motion unanimously carried.

17. ADOPTION OF 2012-13 ANNUAL BUDGET / GENERAL FUND & SPECIAL FUNDS

A. PUBLIC HEARING

The hearing was opened at 7:21 PM; there was a call for public comments; no comments presented; hearing closed at 7:21 PM.

B. ADOPTION OF PROPOSED 2012-13 ANNUAL BUDGET / GENERAL FUND & SPECIAL FUNDS

It was moved by Ms. Groth, seconded by Ms. Herman, to adopt the proposed 2012-13 Annual Budget / General Fund & Special Funds, as presented. Motion unanimously carried.

C. ADOPTION OF RESOLUTION / IDENTIFICATION OF 2013-14 & 2014-15 BUDGET REDUCTIONS

- It was moved by Ms. Groth, seconded by Ms. Hergesheimer, to adopt the Resolution to identify the amount of budget reductions needed in 2013-14 and 2014-15 and to require that a list of budget reductions for 2013-14 be included in the 2012-13 first interim report, as presented. Motion unanimously carried.

18. ADOPTION OF RESOLUTION / COMMUNITY FACILITIES DISTRICT 95-2 / ANNEXATION OF PROPERTY / CARDIFF COLLECTION / A 12-UNIT SINGLE FAMILY SUBDIVISION IN CARDIFF / CITY VENTURES, INC.

- It was moved by Ms. Groth, seconded by Ms. Hergesheimer, to adopt the 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. Motion unanimously carried.

19. ADOPTION OF RESOLUTION / INTENTION TO CONVEY AN INTEREST IN REAL PROPERTY EASEMENT & RIGHT-OF-WAY

- It was moved by Ms. Groth, seconded by Ms. Herman, to adopt the Resolution of Intention to Convey an Interest in Real Property Easement and Right-of-Way to Sprint PCS Assets,

LLC, for the purpose of constructing, maintaining and operating wireless communication services on the Canyon Crest Academy campus, as presented. Motion unanimously carried.

20. APPROVAL OF TECHNOLOGY MASTER PLAN, 2012-2015

It was moved by Ms. Groth, seconded by Ms. Hergesheimer, to approve the Technology Master Plan, 2012-2015, as presented. Motion unanimously carried.

**INFORMATION ITEMS.....(ITEMS 21 - 31)**

21. BOARD POLICY REVISION PROPOSAL, #5115 (BP & AR), "SUNSET HIGH SCHOOL (CONTINUATION PROGRAM); NORTH COAST ALTERNATIVE HIGH SCHOOL"

This item was presented for first read and will be resubmitted for board action on July 26, 2012.

22. HIGH SCHOOL DANCE RULES AND REGULATIONS, 2012-13

This item was presented as information only.

23. ANNUAL REPORT UPDATE, 2011-12.....KEN NOAH, SUPERINTENDENT

Mr. Noah presented the board with a school district annual report for 2011-12; details are described in the attachment.

24. BUSINESS SERVICES UPDATE .....ERIC DILL, ASSOCIATE SUPERINTENDENT

Mr. Dill gave an update on a coming meeting with the San Diego Taxpayers' Association. (See attached handout)

25. HUMAN RESOURCES UPDATE ..... TERRY KING, ASSOCIATE SUPERINTENDENT

Nothing further to report.

26. EDUCATIONAL SERVICES UPDATE ..... RICK SCHMITT, ASSOCIATE SUPERINTENDENT

Mr. Schmitt gave an update on summer school enrollment numbers; online courses being offered to assist students meet certain standards; and EL Development program.

27. PUBLIC COMMENTS – None presented

28. FUTURE AGENDA ITEMS - None discussed.

29. ADJOURNMENT TO CLOSED SESSION – Not required

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

31. ADJOURNMENT OF MEETING - Meeting adjourned at 8:00 PM.

Amy Herman  
Amy Herman, Board Clerk

7 / 26 / 2012  
Date

Ken Noah  
Ken Noah, Superintendent

7 / 26 / 2012  
Date

APPROVED IN PUBLIC MEETING OF THE  
BOARD OF TRUSTEES OF THE SAN DIEGUITO  
UNION HIGH SCHOOL DISTRICT 7-26-12

Becky Banning  
BECKY BANNING RECORDING SECRETARY  
BOARD OF TRUSTEES

**REGION**

# REGION: More English learners proficient on assessment test

May 30, 2012 10:00 pm • By [STACY BRANDT sbrandt@nctimes.com](#)

## Related Links

- [REGION: English learners continue to improve on annual test](#)
- [REGION: More English learners become fluent](#)

More local students who are learning to speak English scored well this year on tests designed to track their acquisition of the language, state officials said Wednesday.

Scores on the California English Language Development Test were released Wednesday by the [California Department of Education](#).

"We want every English learner to become proficient while making progress in all academic subjects," said Tom Torlakson, state superintendent of public education.

"These results show our students are making important strides toward English language fluency, which will help them tremendously as they work toward their educational goals," he said.

This year, 43 percent of the students classified as English learners in San Diego County met targets on the test, ranking in the top two of five levels, up from 39 percent last year and 30 percent five years ago, the data show.

Locally, the districts with the highest percentage of students scoring in the top two levels were [San Dieguito Union High School District](#), with 70 percent; [Poway Unified School District](#), with 64; and [Carlsbad Unified School District](#), with 61 percent. In all three districts, the numbers are slightly higher than in the past couple of years.

The districts with the lowest number of students scoring proficiently on the exam were [Fallbrook Union Elementary School District](#), with 36 percent, and [Oceanside Unified School District](#), with 37 percent.

Detailed results for each district and school are available on the California Department of Education's website, [www.cde.ca.gov](http://www.cde.ca.gov), under data and statistics.

The exam is given annually to all of the state's 1.2 million English learners to gauge how quickly they're acquiring the language. It's completely separate from the statewide tests that all students in grades two through 11 take each spring.

Educators use the information to help them decide how to rewrite curricula and determine which students are ready to leave English-language development programs. The results are also used to calculate federal achievement goals.

Across the state, more students scored in the advanced and early advanced performance levels than in the past. More than 42 percent of students reached proficiency this year, compared with 37 percent last year and 40 percent the year before.

California has more students learning to speak English than any other state, with nearly a quarter of the children enrolled classified that way. More than 80 percent of those students are native Spanish speakers, state data show.

San Dieguito Union High School District

CELDT Annual Assessment Results 2011-12

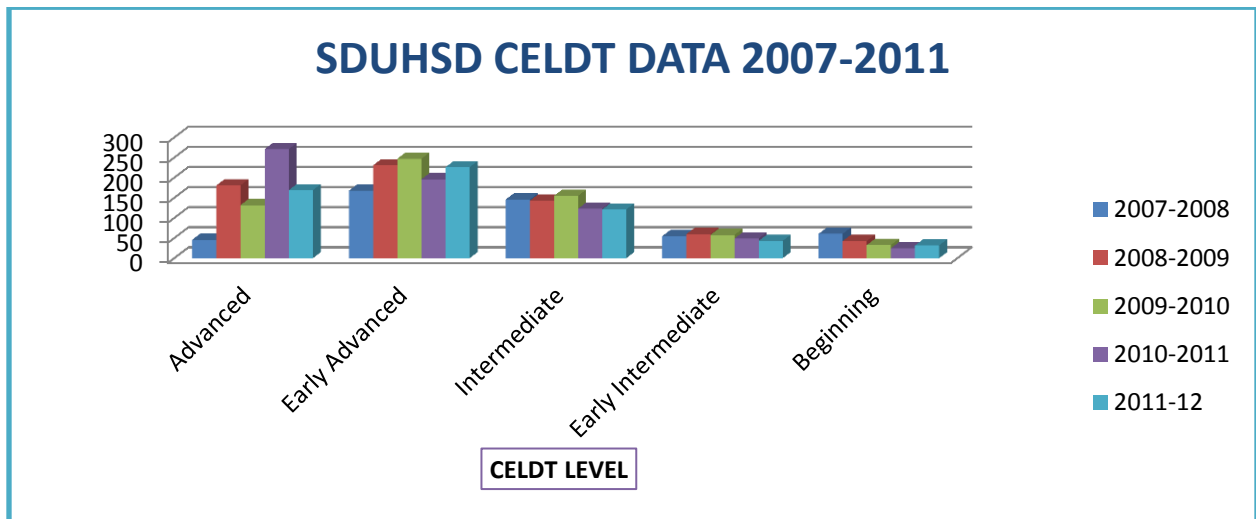
On May 30, 2012, the California Department of Education released the 2011-12 results from the California English Language Development Test (CELDT) Annual Assessment. The CELDT is administered annually to all English learners in SDUHSD to assess their level of English language proficiency across four skill areas: Listening, Speaking, Reading, and Writing.

Below is a snapshot of the annual assessment results for SDUHSD:

- 591 English learners in SDUHSD were tested during the CELDT Assessment window in 2011-12. The 591 students tested, represent a decrease of 73 students from 2010-11. San Diego County experienced a decrease of 1000 students tested from 2010-11 to 2011-12.

**SDUHSD CELDT Results 2007-2011**

CELDT Level	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Advanced	46	181	132	271	169
Early Advanced	168	231	247	196	226
Intermediate	146	143	155	123	121
Early Intermediate	55	60	58	49	43
Beginning	61	43	33	25	32
Total Represented	476	658	625	664	591



- 67% of SDUHSD students scored at the Advanced or Early Advanced overall proficiency level in the CELDT.
- Only 5% of English learners at SDUHSD scored at the beginning level of proficiency in the CELDT. A decrease of nearly 50% from 2007-08.



## Annual Measurable Achievement Objective (AMAO) Report for SDUHSD

- 77.7% of English learners met the Annual Measurable Objective #1 (AMAO #1), the percentage of English learners making annual progress on the CELDT. This is an increase of 6% from 2010-11 .

<b>AMAO 1: Percent of EL Students Making Annual Progress in Learning English</b>				
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Target</b>	51.6%	53.1%	54.6%	56.0%
<b>Percent Meeting Target</b>	69.6%	69.5%	71.8%	77.7%
<b>Was Target Met? (Y/N)</b>	YES	YES	YES	YES

- 68.4% of English learners who have been in US schools 5 years or longer met AMAO #2, the percent of English learners attaining English proficiency on CELDT. An increase of 9.2% from 2009-10.

<b>AMAO 2: Percent of EL Students Attaining English Proficiency-- ELs in a language instruction educational program for five years or more</b>				
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Target</b>	30.6%	41.3%	43.2%	45.1%
<b>Percent Meeting Target</b>	42.1%	59.2%	64.2%	68.4%
<b>Was Target Met? (Y/N)</b>	YES	YES	YES	YES

- For English learners at SDUHSD with less than 5 years in US schools, 47.6% met AMAO #2, the percent of English learners attaining English proficiency on CELDT. An increase of 5.6% from 2009-10.

<b>AMAO 2: Percent of EL Students Attaining English Proficiency--ELs in a language instruction educational program for less than five years.</b>			
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Target</b>	17.4%	18.7%	20.1%
<b>Percent Meeting Target</b>	42%	48.1%	47.6%
<b>Was Target Met? (Y/N)</b>	YES	YES	YES

# San Dieguito Union High School District

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Ken Noah  
Superintendent

## 2011-12

# SUPERINTENDENT'S ANNUAL REPORT TO THE BOARD OF TRUSTEES



To Provide a  
World-Class Education  
for All Students

# Annual Report

2011-12

TABLE  
OF  
CONTENTS

TITLE	PAGE NUMBER
1.0 Curriculum .....	Pages 1-2
2.0 Instruction.....	Page 3
3.0 School Improvement, Assessment & Accountability .....	Page 4
4.0 Student Support Systems & Practices.....	Pages 5-6
5.0 21 <sup>st</sup> Century Technology & Learning.....	Pages 7-8
6.0 High Quality Staff .....	Pages 9-10
7.0 Community Engagement & Partnership .....	Page 11
8.0 Safe & Welcoming Environment.....	Pages 12-13
9.0 Resources & Physical Learning Environments .....	Pages 14-15
10.0 Long-Range Facilities Master Plan.....	Pages 16-17



To Provide a  
World-Class Education  
for All Students

*Engaged, Inspired, Prepared*

# Annual Report

2011-12

## 1.0 CURRICULUM

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



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San Diegoito Union High School District

Our greatest curricular priority this year centered on the site-based development of Essential Learning Outcomes (ELO's) for each course in the five core academic departments in the district. While this has been a focus for several years in the District, progress on this work was inconsistent by site, and within departments at each site. This year we focused on providing more district-directed leadership in this effort. As a result, each of the core academic departments at each of our schools have created ELO's for each of the core courses in their departments and are ready to implement these ELO's as the focus of curriculum for 2012-13.

In addition to the development of ELO's, we also focused on the creation of common assessments designed to measure student attainment of the ELO's. Again, we provided more district level leadership and, as of June 2012, each of the five academic departments at each site has a minimum of four common formative assessments in place, ready for implementation in 2012-13. These assessments will be the basis of future work around improving student achievement.

A second area of focus this year has been the piloting of the Independent Study Online (ISOL) program. We learned a great deal through implementing this program and have made steady improvements, especially around the development of a student profile for success in ISOL and helping students make informed decisions about whether ISOL is appropriate for them. We had over 700 students complete more than 800 courses through the ISOL program this year. We have conducted a review of the ISOL curriculum and will make improvements this summer in preparation for another successful year of ISOL in 2012-13.

We continued to work closely with our feeder districts to ensure smooth educational transitions for students as they join our district. We met monthly with elementary Associate Superintendents to discuss articulation topics, particularly those relating to math placement. We established a process by which we will receive reading levels for each incoming 7<sup>th</sup> grade student from our feeder schools to identify students in need of intervention. Finally, we shared data about our district's long-term English Learners (LTEL's) and began discussions with our feeder districts about working collaboratively to better address the needs of these students. We gained commitments to conduct joint professional development activities with teaching staff to build a K-12 English Learner program to better meet the needs of our English Learners and therefore reduce the number of students who come to our district already identified as LTEL's.

We worked closely with sites to define clear instructional goals, student profiles, means of assessment, and entry/exit criteria for our intervention programs such as Read180, Academic Literacy, and Algebra Readiness. We also worked closely with site administration to ensure that the teachers in these programs are some of our best rather than a revolving door of first year teachers, so that our most needy students receive the best and most consistent instruction.

Finally, we have begun the process of introducing key teacher leaders and all district and site administrators to the new California Common Core Standards ELA & Math as well as Common Core Literacy Standards for Science and Social Studies

# Annual Report

2011-12

## 1.0 CURRICULUM

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

and their related assessments. These standards and their assessments will replace the California Content Standards and California Standards Tests and will be a major focus of our curricular work moving forward.



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# Annual Report

2011-12

## 2.0 INSTRUCTION

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

We continued our focus on the use of data to inform instruction during the 2011-12 school year. This took many forms but focused on the concept that rather than applying instruction to all students in the same way and at the same pace, instruction should be based upon an assessment of what students already know and should build upon existing knowledge and skills and, to the greatest degree possible, should be individualized.

Our successful development of common formative assessments will provide teachers with a tool to inform and improve instruction over the long term as well as a way to identify students in need of immediate re-teaching. Many teachers in the district piloted at least one common assessment this year and began to experiment with ways to incorporate individualized re-teaching in to their classroom.

We supported the collaboration among teachers of intervention and support classes such as Read180, ELD, and Algebra Readiness to develop strategies to individualize instruction in these programs. One result of this is the development of a consistent instructional model among Read180 and Algebra Readiness classes district-wide. Students are assessed using diagnostic tests at the start of these courses and each student receives an individualized instructional plan designed to address their areas of weakness. The students are reassessed frequently to ensure growth and to provide feedback to the teacher for instructional adjustment.

The prevalence of technology in our students' lives as well as the emergence of social media has also challenged us to re-think how teaching and learning might be different in a high-tech environment. A group of teachers, administrators, and students met to discuss and develop a vision of how technology ought to be used to support teaching and learning. While still emerging this vision led to the creation of a Teacher on Special Assignment (ToSA) position for the 2012-13 school year that specifically designed to support the effective integration of technology in teaching and learning.

We expanded the use of AVID tutors significantly to ensure that virtually all below grade level courses had additional adult presence in order to provide intensive support for our most needy students. This provides us with a cost effective means to further individualize the support provided to our struggling learners.

All District teachers are CLAD certified and, recognizing that our English Learners, and our long-term English Learners in particular, are an under-achieving subgroup, we provided advanced SDAIE strategies (Specially Designed Academic Instruction in English) training to over 50 District teachers with the goal of developing expertise within each department at each site. These teachers will become trainers of colleagues at their respective sites.



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for All Students

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# Annual Report

2011-12

## 3.0 SCHOOL IMPROVEMENT ASSESSMENT & ACCOUNTABILITY

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

We made significant tangible progress in our work around the use of common formative assessments as a tool to drive school improvement. For the first time we established clear expectations for the outcomes of this work, including guidance on how to accomplish the work as well as timeframes for completion. This has resulted in a clearer understanding by all staff of the vision and goals of this work as well as a better understanding of how to get it done. Ultimately, this work is about creating a culture of, and structures for, collaboration around continuous improvement in each of our schools. The 2011-12 school year focused on clarifying the vision and roadmap for this work along with completion of the foundational work of identifying ELO's and creating common formative assessments. We accomplished this work at all sites. Our focus in 2012-13 will be on engaging staff in the process of using these tools to improve instruction and student learning through professional collaboration.

SPSA and WASC action plans continue to guide the work of our schools to improve student achievement, and include both school wide and sub-group specific goals relating to student achievement. This year, we engaged in discussion and evaluation of our SPSA format and processes and will revise the process and format for 2012-13 to make the document one that is used to drive the work of our schools, rather than a task to be completed annually and forgotten once completed. The new format will simplify the document and will allow for the inclusion of WASC goals at the high school level. Schools will be asked to complete the development of their SPSA in the spring of each year rather than the fall – this will allow schools each spring identify goals for the following year rather than trying to identify goals for a given school year after the school year has already begun as has been past practice.

With the emergence of both District (Title I & III) and site (OCMS Title I) Program Improvement status, we have developed better processes by which we identify students in need of intervention, improved the means by which we determine individual student needs, and focused our intervention programs to effectively address these needs. This has resulted in the development of some new targeted intervention programs both during the school day as well as outside of the school day intended to target specific students and their individual needs. These programs are mandatory and target students in the under-performing sub-groups which led to Program Improvement status.

We monitor student progress in all intervention environments through the use of specific instructional goals for each program and regular assessments tied to these goals. For example, we use embedded assessments in the READ180 program to monitor student progress quarterly and use CST-aligned assessments in Plato to monitor student progress in other academic intervention programs such as Algebra Readiness. This process is intended to ensure the effectiveness of our interventions in the moment rather than waiting until we receive summative data from CST's after the school year is over.



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# Annual Report

2011-12

## 4.0 STUDENT SUPPORT SYSTEMS & PRACTICES

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

Utilizing the case study method, administrators and counselors completed a two hours advanced training for both SST and 504 plans. Additional follow-up training will take place prior to the 2012-13 school year.

Significant time was invested in the review of Special Education expenditures. Areas of focus this year have been instructional aides, Non Public School (NPS) placements, mental health services, and transportation. Gains have been made in cost containment, although the district continues to inherit instructional aide assignments and (NPS) placements from feeder districts. The district has also taken a close look at the continuum of special education services as a possible contributor to the increase in NPS placements. Additionally, the district has faced a sharp rise in students needing mental health services. Numerous factors including academic demands, family crisis, social and personal pressure have contributed to increased number of students accessing outpatient, day treatment and residential levels of services.

To address the increase of special education costs the district has implemented several changes. In order to assure students were accessing appropriate district special education programs and to assure that the programs were operated with fidelity, program specialists were assigned to work with specific programs. A program specialist was assigned to examine and reduce the allocation of instructional aides and transportation services. In addressing the demand for mental health services, the district will be working directly with mental health providers in a community-based model in efforts to more adequately meet the needs of our special education students. Also, Discovery Valley, the Special Education Planning area (SELPA) run day treatment program, has made sweeping changes to their program. These changes should provide the district with placement option that previously did not meet the needs of our students. Starting this summer, special education students will have increased access to credit recovery with the option to take fundamental level classes. Lastly, the district has created the blue print for Seaside Prep, a district option to NPS placements. Due to unforeseen budget challenges for 2012-13, the district is postponing the opening of Seaside Prep until 2013-14.

The Special Education Department's goal to combine the WorkAbility and Transition Partnership Program (TPP) grants was accomplished this school year. The WorkAbility Program served 576 special education high school students and 406 special education middle school students. The combined efforts of the WorkAbility staff and the TPP placed over 148 students in jobs throughout the community. These off campus experiences enable the special education students to build their capacity to be independent.

Pupil Services Directors and Special Education Directors from SDUHSD and feeder elementary districts have formed a collaborative to address common areas of concern and needs. The group met four times this year. The goal of the collaborative is to increase the sharing of information, establish common practices, share resources such as SARB hearing panels, SST and 504 forms, and potentially



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2011-12

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electronically transfer SST and/or 504 documents. A significant portion of each meeting is devoted to the discussion of special education.

During the 2010-11 school year, six priorities were designed to address the identified needs in each program within the Special Education Department as well as the goals of the Educational Services Department. These priorities were presented to staff and implemented at the start of the 2011-12 school year.

### **\*Instruction/Achievement**

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

### **\*Intervention**

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

### **\*Compliance**

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

### **\*Case Management**

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

### **\*Scheduling**

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

### **\*Budget / Staffing**

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



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# Annual Report

2011-12

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

To enhance school,  
teacher and student  
access to, and  
purposeful use of,  
technology-based  
resources to  
differentiate  
instruction, support  
and improve  
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and increase  
motivation and



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A key component of the 21<sup>st</sup> Century Technology & Learning Action Plan is professional development. Our goal for this year was to build site capacity so staff members could work more independently with technology. Professional development in the form of technology training for selected site trainers and “go to” people was carried out at all sites. The District continues to make good use of the centralized technology training room that is used continuously by many groups.

This room can accommodate up to fifteen people and one instructor. We have trained teachers, administrators and classified staff to use Aeries, Data Director, Plato, Blackboard, Adobe Acrobat Pro, Read180, My Access, Google Apps, Gmail and other software programs. Additional mobile laptop computers were purchased so other rooms at the District Office could be used as training areas.

For Gmail, Calendar and Google Apps approximately 1000 staff users were trained and the district has now fully implemented Google for these applications. Training sessions were conducted throughout the year with many being conducted by the technology staff. The district successfully carried out the conversion from Novell to Microsoft. That conversion is complete and SDUHSD is now using Microsoft Active Directory exclusively as its network platform.

Students were given access to all Google Apps with the exception of Gmail. Google Docs is the most popular Google Application being used by the students. The use of Social Media as a teaching tool has seen some growth during this year and will be an area of expansion for next school year.

We will continue to expand the use of multimedia in the classrooms to create content rich lessons. The use of projectors, document cameras, and interactive whiteboards continues to grow. Diegueño Middle School outfitted all of its science classrooms with ceiling mounted projectors and has created a model Math class with a goal of being as paperless as possible. Each projector is connected to the teacher’s computer, a sound system and a document camera. Additional classrooms at Oak Crest MS, La Costa Canyon HS, Carmel Valley MS and Torrey Pines HS have received projector upgrades.

Google Apps will expand to meet the needs of teachers and students. Additional mobile technology, such as laptops and netbooks were purchased and continue to provide flexibility in classrooms and allow students to complete class assignments and present their work. The district continues to expand its use of student owned devices such as smartphones, tablets and laptops. Wireless connectivity was expanded at all sites to facilitate access.

We successfully implemented Online Independent Study through the use of the Plato platform and over 700 students took over 800 courses online this year. Over 1500 9th grade students in our Year 1 PE classes also used successfully used Plato to complete the health curriculum online. We continued to expand the use of Data Director by teachers across the district to administer assessments and analyze results to inform instruction. We also began to pilot Aeries Analytics which is a competitor to and potential replacement for Data Director in the future.

# Annual Report

2011-12

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

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The use of Blackboard continues to grow at all sites. All five high schools, Carmel Valley MS, Earl Warren MS, and Diegueño MS have at least one teacher trainer for Blackboard. Teachers are using Blackboard to create “Hybrid” classes where students receive instruction and interact in a Blackboard environment.

A digital citizenship curriculum was developed with an emphasis on Internet safety and ethical computer use. All 7th grade students receive digital citizenship training. For 2012/2013 the digital citizenship curriculum will be expanded to include the areas not previously addressed.

The district has contracted with Catapult and is currently rebuilding the district web site. This was necessary because our current site is outdated and difficult to manage. We currently have a draft of the design for the new site, and will continue to complete the remaining pages so it will be ready for the 2012/2013 school year. Selected staff will be trained to help maintain the page and the new technology will allow a larger group of staff to assist in keeping the district web page current.



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# Annual Report

2011-12

## 6.0 HIGH QUALITY STAFF

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



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

2011-12 provided many fiscal challenges, including planning for 2012-13 staffing. Certificated Human Resources constantly monitored current student enrollment numbers and projected 2012-13 enrollment numbers. Staffing allocations for each site were determined, adjustments made, and staff were transferred as needed. The elimination of another grade of inter-district transfers, in addition to several teacher retirements, made it possible to reduce the certificated personnel budget without increasing class size.

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

- Computer Programming
- Chemistry
- Physics
- Chinese: Mandarin

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

Site administrators were trained and coached in effective observation/evaluation of certificated personnel. Observations, progress reports and other evaluative material were read and assessed to give specific feedback to administrators. It was evident that this work was fruitful and that administrative evaluation work has become increasingly meaningful and helpful to teachers in their instructional techniques. Additionally, all site administrators received coaching and support in the supervision and progressive discipline of employees as needed.

The District and SDFA (San Dieguito Faculty Association) agreed to a three-year Master Contract agreement through June 30, 2015, extending all salary schedules and stipends as status quo. This agreement provides financial stability to the District and security to certificated staff.

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

# Annual Report

2011-12

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

Classified Human Resources recruited to fill over sixty vacancies this year, most resulting from turnover due to retirement and growth in the special education population.

The Director of Human Resources worked individually with each principal and/or director to review and assess current classified staffing levels. As a result, ten (10) positions were identified for layoff or reduction in work year and/or hours, due to lack of work. Staffing changes were approved by the Board of Trustees at the April 5, 2012 board meeting and implemented through the Personnel Commission in May and June.

A training calendar was developed for the 2011-12 school year that included back-to-school in-services, job-alike sessions, classified in-service days and technology workshops. Two District-Wide In-service Days were held on August 29, 2011 and January 30, 2012. CPI (Crisis Prevention Institute) and CPR/First Aid were offered for staff who are required to maintain their job-specific certificates. Technology in-services included Aeries Trainings, Google Calendar, Google Forms & Google Docs.

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

- The first cost-containment process for the 11-12 school year was the implementation of a paperless leave accounting system. All employees are now recording their absences via the computer or phone through the e-Schools Solutions software. This replaces the paper leave form and streamlines the process for sites, departments and payroll.
- The Director of Human Resources and the Director of Finance have continued to implement the Position Control Committee. The data reviewed in the committee allows both Human Resources and Finance to monitor FTE and funding changes for each revision of the Adopted Budget.
- The District's Benefits open enrollment was held in November, 2011. This included changes for some employees. The changes with continued plans from Aetna and United Healthcare were successful and resulted in greatly mitigated premium increases.

The Employee Recognition Event was held on May 24, 2012. The District's Employees of the Year, 32 certificated and classified retirees and employees completing their 38 years of service were honored at a pre-Board meeting reception. Letters were sent to employees thanking them for their service to the District at benchmark years for 10, 15, 20, 25, and 30 years of service.

# Annual Report

2011-12

## 7.0 COMMUNITY ENGAGEMENT & PARTNERSHIP

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

2011-12 was a year of continued focus on district communications with various constituent groups. These communications were aimed at enhancing support for district programs and to create greater understanding of complex issues including budget, staffing, curriculum, instruction & assessment, but added a new element, district long range facilities needs.

These communications efforts included, but were not limited to the following: City of Solana Beach-School District Liaison Meetings; City of Encinitas-School District Liaison Meetings; City of San Diego (Councilmember Sherri Lightner) School District Liaison Meetings; Encinitas Chamber of Commerce Education Committee; Parent Site Representative Council; School Foundation-District Liaison Meetings; Superintendent-School Foundation Executive Committee Meetings; Superintendent-Feeder Elementary PTA Executive Committee Meetings; North Coast Education Legislative Action Network; San Dieguito Alliance; English Language Advisory Committees; District Parent Curriculum Advisory Committee; Superintendent-School Staff Meetings; Superintendent-School Department Chair Meetings.

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

Implementation of a key communicator network, specifically related to long range facilities planning, was established. This was accomplished, in part, through the restructuring of the District Receptionist position, to provide a specific focus on identification of individuals and groups within the community and to create multiple avenues for outreach and communication, e.g., oral, written and social network venues.



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2011-12

## 8.0 SAFE & WELCOMING ENVIRONMENT

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



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All stakeholders in the San Dieguito Union High School District, including staff, parents, students and community members, are committed to providing safe schools for our students.

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

- Alcohol and other Drug (AOD) sessions
- Justice 101
- Start Smart Driving Program for Students and Parents
- Challenge Days
- Character Counts
- Administrative trainings on positive discipline and alternatives to suspension and gang awareness
- Gang and Safety Awareness trainings in evenings for Spanish-speaking parents

We will research new ideas and programs as we continue to provide a supportive and safe learning environment at all sites. All four of our high schools, and three of our four middle schools are open enrollment.

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

A consistent and uniform district-wide interpretation of our discipline policy has been put into place. Administrators have been trained to use positive discipline strategies and alternatives to suspension with parents and students.

This year, we expanded our communication and outreach with all five of our feeder elementary school districts. We have institutionalized our expanded Access to Honors program where we have more student participation than ever before. More than 70% of our class of 2011 graduates will have taken at least one Honors or AP course.

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

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

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

# Annual Report

2011-12

## 8.0 SAFE & WELCOMING ENVIRONMENT

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

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

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

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



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# Annual Report

2011-12

## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS

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



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San Diego Union High School District

In an effort to more closely monitor changes in the budget, a tracking system has been developed as well as implementation of additional approval of certain requisitions by the Director of Finance.

Ongoing Position Control meetings between Human Resources and Finance are held regularly to monitor changes in FTE. This information is discussed and reviewed in Cabinet.

The use of and payment on the American Express account continues to expand. Vendors are evaluated for possible payment in order to maximize the 1% return. The rewards point balance is 617,494 as of 3/31/12.

The Payroll department is in the early implementation of the automated upload of Digital Schools data to the County payroll system, with uploads beginning May 2012.

The Purchasing Card Program Administrative Regulations BP 3314 has been adopted and the Transportation Department is enrolled.

The WeTip fraud hotline is promoted through the District Safety Committee, the Risk Management Manual, and on the district webpage (once updated.) A Head Injury Protocol has been implemented to protect athletes from the effects of concussions.

Centralization of the facility rental application process was successfully completed resulting in improved collection of fees and equalized availability of space to youth sports organizations in the community. Credit card payment options are unnecessary at this time.

Solar energy production is exceeding initial expectations. Integrating the educational component of environmental stewardship is the next step in this process. To that end, a vendor has been selected and the curriculum piece should be implemented in the fall.

The reclaimed water project at Oak Crest Middle School was delayed due to the permitting process and is now scheduled for completion by the fall. There are no updated projections on availability of reclaimed water connections from the City of San Diego for schools in the southern portion of the district. Annual training for the operations staff in water conservation, run-off, spill prevention and storm water discharge continues.

The bio-fuel pilot program was successful. As the availability of bio-fuel increases so will the number of district vehicles fueled by it. The field trip reservation system is fully operational. All schools are now submitting their transportation requests electronically resulting in a 100% paperless process. However, budgetary restrictions delayed the purchase of replacement vans for Transportation.

# Annual Report

2011-12

## 9.0 RESOURCES & PHYSICAL LEARNING ENVIRONMENTS

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

Casual student union spaces are rewarding and exciting experiences for staff and students alike. New locations were added this year including the Mosaic Café at San Dieguito Academy and the Corner Café at Torrey Pines High School.

Nutritional values for menu items have been made available on the web. The Wellness Program is monitored through-out the year and modifications are made periodically to accommodate any changes in state or federal regulations that affect the program.

The Planning Department continues to perform internal audits of student body funds in coordination with the district's external auditors, has incorporated the assistance of the Finance Department, and continues to assist the Human Resources Department in performing its objectives. The department continues to support the implementation of the Facilities Action Plan as it relates to planning, finance, state school program eligibility, and project delivery. Elements of the Facilities Action Plan will be implemented at Torrey Pines High School in the summer of 2012 related to field and track renovations, and HVAC, energy management and roof improvements. The department continues to seek increased revenue opportunities:

- Sprint-Nextel - Installation of a telecommunications facility at Canyon Crest Academy. The project is currently seeking state and local agency approval process. Projected annual revenue is \$33,600.
- Solar - Renewable Energy Credits. The District has become an active account holder of the Western Renewable Energy Generation Information System (WREGIS) to bank renewable energy credits (RECs) from the existing solar installations in anticipation of the California Public Utilities Commission fully implementing the tradable REC market. In the last four months alone, the District has banked nearly 1,065 certificates with a future market value of \$10,650 to \$53,250.
- Mello-Roos – The department regularly meets with developers, as increased sales by Pardee in Carmel Valley, as well as developments in Crosby Estate in the south and La Costa Oaks in the north continue, resulting in increased special tax revenues of \$165,000/year.



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# Annual Report

2011-12

## 10.0 LONG-RANGE FACILITIES MASTER PLAN

To provide school facilities in support of the 21<sup>st</sup> Century Learning Environment

The Planning and Facilities Staff continued efforts began in 2008 to complete the district-wide Long-Range Facilities Master Plan. This was accomplished by

- Finalizing school site master plan concepts with school site committees, architects, and construction managers
- Refining master plan concepts to ensure Long-Range Facilities Task Force goals are reflected
  - Flexible, adaptable, and technology-rich facilities
  - Sustainable, high-performance environments for learning
  - Community-focused campuses
- Ensuring plans address critical upgrades and core facility parity issues
- Preparing cost estimates and project phasing to further develop the finance component of the Long-Range Facilities Action Plan
- Presenting findings to Board of Trustees at the November 17, 2011 workshop

The master plan for new middle school sites at the north and south ends of the district has been completed.

### La Costa Valley site

- Athletic field space has been planned for use by La Costa Canyon High School, as well as community use
- Core campus buildings; Administration, Media Center, and the typical Middle School Gymnasium would be constructed as part of the initial phase to be used by the District for instructional purposes and would serve the community's need for recreational facilities, as well as a place for community gatherings.
- Continue to monitor enrollment projections for eventual middle school construction

### Pacific Highlands Ranch site

- The master plan for a new middle school site at Pacific Highlands Ranch has been completed
- The master plan reflects a middle school core capacity of,1,000 students
- The middle school will open with an initial 500 seat capacity
- Enrollment projections will continue to be monitored to determine when the remaining 500 seats will be warranted
- Provided a measure is placed and approved by voters in November 2012, steps will be taken to obtain preliminary site approval by CDE prior to purchase of the land and the full development of school site plans.

Development of the finance and planning component of the Long-Range Facilities Action Plan continues to take place



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# Annual Report

2011-12

## 10.0 LONG-RANGE FACILITIES MASTER PLAN

To provide school  
facilities in support of  
the 21<sup>st</sup> Century  
Learning Environment

- Team members have been selected to assist with the finance plan
- Available funding sources continue to be monitored and developed
  - North City West JPA funds to accommodate growth in the Carmel Valley area
  - State School Building Program
  - Developer Fee Programs
- Baseline eligibility for state funds on new construction and modernization projects continues to be updated on an annual basis
- A centralized digital inventory of district-wide structures to assist with the state approval process continues to be implemented and will be available on the District's network for use by Planning and Facilities staff
- Proposals are currently being obtained to close school projects constructed prior to 2002 with the Division of State Architect to avoid delays in future construction

Construction Managers have been identified to partner with in lease-leaseback delivery of multiple large-scale projects



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# San Dieguito

## Union High School District

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June 21, 2012

Ms. Lani Lutar, President & CEO  
San Diego County Taxpayers Association  
707 Broadway, Suite 905  
San Diego, CA 92101

### **RE: San Diego County Taxpayers Association Agency Endorsement Request Application**

Dear Ms. Lutar:

After an extensive facility master planning process and years of deliberation the Board of Trustees ("Board") of the San Dieguito Union High School District ("School District") is considering—for the first time in more than 40 years—placing a school bond measure on the November 2012 ballot. The School District has engaged its community and stakeholders in an open and transparent process to create a vision for facilities that align with the School District's mission. We ask for the consideration and support of the San Diego County Taxpayers Association ("SDCTA") for the proposed November 6, 2012 bond measure as the School District seeks to provide vital funding for facility improvements at our schools to benefit our students and community.

Enclosed please find the School District's application and supporting documentation presented to the SDCTA concerning our proposed bond program. We greatly appreciate your thorough, open evaluation process and time to learn about our needs and proposed program. We recognize our responsibility to local taxpayers and look forward to a chance to work with the SDCTA and our community to continue to meet our facilities needs.

The School District takes pride in the fact that as a government agency we consistently deliver high quality service, both to the students we educate and the community we serve. As a result, the School District has earned an outstanding reputation for our management practices. The School District envisions our role as providing an excellent education to all students to afford them the opportunity to compete for admissions to high quality colleges and for top-notch careers.

As you will see in the enclosed package, the School District has created a thoughtful facilities plan based on a rigorous, public planning process that spanned several years. Throughout the

process, the School District held an open and transparent dialogue with a diverse group of stakeholders, including parents, community leaders, teachers, and administrators. The School District utilized private sector experts to review the plan and ensure it was feasible in light of today's economic realities. After the initial round of planning, School District administrators reduced planned expenditures by nearly 40 percent into a more prudent and workable facility plan, and again reviewed the plan with the public.

Through the use of State funds and local funding sources, the School District has modernized, improved and/or expanded many of our schools. However, the School District's facilities require substantial upgrades and repairs to provide students with environments that promote learning in the 21<sup>st</sup> Century and train students for tomorrow's workforce. Basic repairs and upgrades are needed for aging roofs, windows, plumbing and restrooms. Additionally, in order to support educational technologies that have become ubiquitous in the classroom, some schools, must upgrade their technological infrastructure. Finally, all students in the School District should be provided with the tools and skills to compete at top levels once they graduate to the next stage in life.

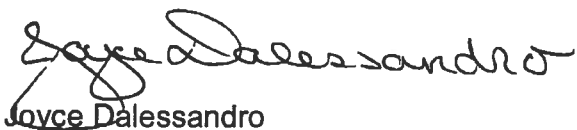
We understand that local taxpayers are burdened by current economic difficulty. In light of this concern, the School District has taken steps to ensure that the amount we are requesting of the community is sensible considering the additional tax burden it will impose on property owners. The School District views a local bond measure as a funding source of last resort, and has made every effort to pay for facility improvements using other revenues. These sources on their own, however, do not provide adequate funding to meet the needs of the School District—a situation that is familiar to most school districts in California. Looking to the neighboring school districts in North County, nine out of eleven have been successful in passing a bond measure since 2000. The fact that the School District has resisted putting a bond measure on the ballot and made every effort to utilize other funding sources is a testament to the fiscal prudence of the School District.

Again, thank you for your time and consideration of our application. The primary point of contact for SDCTA is Ken Noah, Superintendent of the School District. His contact information is provided below for reference:

Ken Noah  
Superintendent  
760.753.6491 x 5548  
ken.noah@sduhsd.net

Should you have any questions and/or would like further information, please do not hesitate to contact Mr. Noah.

Sincerely,



Joyce Dalessandro  
President of the Board of Trustees

cc: **Barbara Groth, Board of Trustees**  
**Beth Hergesheimer, Board of Trustees**  
**Amy Herman, Board of Trustees**  
**John Salazar, Board of Trustees**  
**Ken Noah, Superintendent**