



Union High School District

**SPECIAL EDUCATION
TASK FORCE
MEETING**

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

**MONDAY, OCTOBER 30, 2017
9:45 AM – 2:15 PM**

**OAK CREST MIDDLE SCHOOL / ROOM P-2
675 BALOUR DRIVE, ENCINITAS, CA 92024**

Welcome to the meeting of the San Dieguito Union High School District Special Education Task Force.

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 facilitator prior to the start of the meeting. When the facilitator invites you to the podium, please state your name before making your presentation.

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 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, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken. The facilitator 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 Task Force less than 72 hours prior to the Task Force Meeting will be available for review on the district website, [click here](#) and/or at the district office. Please contact the [Administrative Services](#) department for more information.

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices 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 Special Education Task Force, please contact the [Administrative Services](#) office. 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
SPECIAL EDUCATION TASK FORCE
MEETING AGENDA**

**MONDAY, OCTOBER 30, 2017
9:45 AM – 2:15 PM**

**OAK CREST MIDDLE SCHOOL / ROOM P-2
675 BALOUR DRIVE, ENCINITAS, CA 92024**

The San Dieguito Union High School District has scheduled a Special Education Task Force Meeting for Monday, October 30, 2017, at the above location.

1. CALL TO ORDER 9:45 AM
2. WELCOME AND INTRODUCTIONS: Maureen O’Leary Burness
3. APPROVAL OF MINUTES / OCTOBER 11, 2017 SPECIAL EDUCATION TASK FORCE MEETING
Motion by _____, second by _____, to approve the minutes of the October 11, 2017 Special Education Task Force Meeting, as shown in the attached supplements.

INFORMATION ITEMS

4. GUIDING PRINCIPLES: MAUREEN O’LEARY BURNESS
5. MISSION / VISION FOR SPECIAL EDUCATION IN SDUHSD: MAUREEN O’LEARY BURNESS
 - Clarity of purpose of Task Force: Objectives, Goals, Action Plan
6. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): MAUREEN O’LEARY BURNESS
7. SAN DIEGUITO UNION HIGH SCHOOL DISTRICT (SDUHSD) CONTINUUM OF SERVICES: SDUHSD SPECIAL EDUCATION TEAM
8. LUNCH
9. CLASSROOM VISITS: SPECIAL EDUCATION TEAM
10. CLASSROOM VISITS DEBRIEF
11. PUBLIC COMMENTS
In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken by the Task Force. The facilitator may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda. (*See Task Force Agenda Cover Sheet for further information on public comments.*)

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SPECIAL EDUCATION TASK FORCE
MEETING AGENDA**

**MONDAY, OCTOBER 30, 2017
9:45 AM – 2:15 PM**

**OAK CREST MIDDLE SCHOOL / ROOM P-2
675 BALOUR DRIVE, ENCINITAS, CA 92024**

12. SYNOPSIS OF OUR DAY AND NEXT STEPS

- What data points do we need to explore?
- What else does this Team need to do this work?
- What questions do you have for us to address?

13. ADJOURNMENT

The next regularly scheduled Special Education Task Force Meeting will be held on [November 28, 2017](#), at Canyon Crest Academy. Canyon Crest Academy is located at 5951 Village Center Loop Road, San Diego, California 92130.



Union High School District

MINUTES

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SPECIAL EDUCATION TASK FORCE
MEETING**

**WEDNESDAY, OCTOBER 11, 2017
9:45 AM – 2:15 PM**

**LA COSTA CANYON HS, FLEX LAB/LEARNING COMMONS
ONE MAVERICK WAY, CARLSBAD, CA 92009**

The Special Education Task Force of the San Dieguito Union High School District held a meeting on Wednesday, October 11, 2017, at the above location.

Attendance / Committee:

Parent Representatives: Sophy Chaffee, Nancy Lazerson, Kent McIntyre, Karen Rusnak, Lisa Shulman

NCCSE CAC Representatives: Julie Cheeseman-Law, Amy Flicker, JoAnne Stress

Certificated Staff (Special Education): Liz Dargan (Academic Support at TPHS), Diane Dekker (Learning Center at EWMS), *Paula Goodfellow (Speech and Language Pathologist) - Absent*, Elizabeth Marshall (Academic Support at TPHS), Kellie Maul (Functional Life Skills at OCMS)

Certificated Staff (General Education): Duncan Brown (Counselor at SDHSA), Erin Charnow (Math at LCC), Matt Livingston (Science at TPHS), Roxzana Sudo (English at TPHS), Mark VanOver (Social Science at CCA)

Workability: Nathan Molina (Transition Services Coordinator)

Classified Support: Elizabeth DeVal (Workability / TPP)

Administrators: Rob Coppo (Principal, TPHS), Cara Dolnik (Principal, CVMS), Tiffany Hazlewood (Program Supervisor, District Office), Jeremy Meadows (Assistant Principal, LCC), Brieahna Weatherford (Principal, OCMS)

Attendance / Project Lead:

Mark Miller, Associate Superintendent, Administrative Services
Meredith Wadley, Director of School and Student Services

Cindy Frazee, Associate Superintendent, Human Resources

Lesley Rhodes, Executive Assistant, Educational/Administrative Services, Recording Secretary

1. CALL TO ORDER

Mark Miller called the meeting to order at 9:50 am.

INFORMATION ITEMS

2. WELCOME AND INTRODUCTIONS

Mr. Miller welcomed the committee members and led introductions.

3. OUR CHARGE: THE PROCESS AND DESTINATION

Stakeholders engaged in a review of the charge and purpose of the Task Force. The strategic planning process is a nine month collaborative effort amongst stakeholder and first initial meetings will center around understanding the current status of special education within the district as well as lessons learned from across the United States.

The Special Education Strategic Plan will include 4-5 areas of focus for special education, with each area specifically written to include a goal, strategy, and action plan, as well specific metrics to allow staff to progress monitor implementation of the plan.

Key areas of the strategic planning process will be developed by the group through a consensus decision making process.

4. PERSONAL STYLES ACTIVITY

Members engaged in two team building activities to understand the working dynamics of the Task Force team.

5. CALIFORNIA SPECIAL EDUCATION TASK FORCE REPORT AND ACTIVITY

Members engaged in a review of the California Statewide Special Education Task Force report.

6. LUNCH BREAK

Mark Miller convened the meeting at 12:00pm.
Mark Miller reconvened the meeting at 12:30 pm.

7. CLASSROOM VISITS

Members visited special education classrooms at La Costa Canyon High School.

8. CLASSROOM VISITS DEBRIEF

Members debriefed the classroom visits at each table and recorded highlights and reflections, which were subsequently shared with the larger group.

9. PUBLIC COMMENTS

There were no public comments.

10. SYNOPSIS OF OUR DAY AND NEXT STEPS

Mr. Miller summarized the day's activities and discussed next steps, adding that all future meeting dates are to be confirmed after Board Approval.

11. ADJOURNMENT

The meeting was adjourned at 1:45 p.m.

Maureen O'Leary Burness, Position (Facilitator)

Date

Mark Miller (Associate Superintendent)

Date

“Visioning”: the development of a plan, goal, or vision for the future.

What is the difference between a **mission** statement and a **vision** statement? Each has its own distinct function in the strategic planning process.

A **mission** statement explains the company's (or department's or school's) reason for existence.

A **vision** statement describes the organization as it would appear in a future successful state.

	Mission	Vision
Answers	Why?	What?
Definition	Statement	Snapshot
Length	Short	Long
Purpose	Informs	Inspires
Activity	Doing	Seeing
Source	Head	Heart
Order	First	Second
Effect	Clarifies	Challenges

Mission answers the question “Why do we exist?” Vision answers the question “What will the future look like as we fulfill our mission? What will be different?” While mission is about today, vision is about the future, what we will become.

WHAT IS “IDEA”?

Maureen O’Leary Burness, Facilitator

San Dieguito High School District Special Education Task Force meeting 10/30/2017

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

IDEA 2004

- The federal law which dictates what any school district accepting federal funds must do to provide special education services to “children with disabilities”
-

WHY SUCH A LAW?

- Congress found that the educational needs of children with disabilities were not being fully met; and could be made more effective by:
 - having high expectations,
 - ensuring access to the general education classroom,
 - strengthening the role and responsibility of parents, and
 - providing appropriate special education and related services
-

PURPOSES OF IDEA

- “(I)To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - to ensure that the rights of children with disabilities and parents of such children are protected; and
 - to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
-

PURPOSES OF IDEA (CONT'D.)

- (2) To assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
-

PURPOSES OF IDEA (CONT'D.)

- (3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support and technology development and media services; and
-

PURPOSES OF IDEA (CONT'D.)

- and (4) to assess and ensure the effectiveness of efforts to educate children with disabilities.”
-

WHAT'S IN IT?

- Definitions:
 - a “child with a disability”: “a child with intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services”
 - “free appropriate public education”: “special education and related services that have been provided at public expense, under public supervision and direction, and without charge; meet the standards of the state educational agency; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with the individualized education program required under Section 614(d)”
-

WHAT'S IN IT?

- Authorization and Use of Funds
 - State Requirements: Assurances States must provide to receive funding: examples:
 - “Child Find”, “Least Restrictive Environment”, “Procedural Safeguards”, “Compliance”, “Personnel Qualifications”, “Performance Goals and Indicators”, “Participation in Assessments”
-

SECTION 614: EVALUATIONS, ELIGIBILITY DETERMINATIONS, IEPs , AND EDUCATIONAL PLACEMENTS - THE CRUX OF DISTRICT WORK

- This section includes the procedures school districts must follow from initial referral for eligibility through service delivery.
 - It requires parental consent, establishes timelines, directs procedures for evaluations and re-evaluations, requires a determination of eligibility, and defines the IEP process:
-

INDIVIDUALIZED EDUCATION PROGRAMS

- An IEP is “a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...”
 - present levels of academic achievement and functional performance; a statement of measurable, annual goals and how those goals will be measured and reported, a statement of the special education and related services and supplementary aids and services to be provided,
-

IEPs (CONT'D.)

- “an explanation of the extent, if any, to which the child will not participate with non disabled children in the regular class...”(LRE); accommodations; participation in assessments; the date to begin services; and by age 16, post-secondary goals and transition services
-

IEP TEAM COMPOSITION

- parent(s)
 - not less than 1 regular education teacher
 - not less than 1 special education teacher or provider
 - a representative of the education agency who is qualified to provide or supervise the provision of specially designed instruction and who is knowledgeable about the general education curriculum and resources of the district
 - an individual who can interpret the instructional implications of evaluation results (who may be 1 of the above)
 - others with knowledge or expertise regarding the child; and
 - “whenever appropriate, the child with a disability”
-

THE IEP TEAM MUST CONSIDER:

- the strengths of the child;
 - the concerns of the parents for enhancing the education of their child;
 - the results of the initial or most recent evaluation of the child;
and
 - the academic, developmental, and functional needs of the child
-

ADDITIONAL CONSIDERATIONS

- behavior
 - English language proficiency
 - for a child who is blind or visually impaired, considerations for instruction in Braille
 - communication needs, including for children who are deaf or hard-of-hearing
 - the need for assistive technology
-

OTHER IEP REQUIREMENTS

- annual review
 - triennial review
 - transition services by other agencies
-

PROCEDURAL SAFEGUARDS

- often referred to as “Parents’ rights”:
 - opportunity to examine all records
 - procedures when parents cannot be located
 - written notice
 - use of native language
 - opportunity for mediation
 - opportunity to present a complaint, including processes for a due process complaint
 - due process procedures
-

AND MORE:

- alternative education settings
 - manifestation determination process when a change of placement is considered due to a violation of a student code of conduct
 - federal and state monitoring (State Performance Plan)
 - preschool (Part C)
 - Part D - personnel development; parent training and information; instructional materials access; national center for special education research
-

IDEA AND ITS REGULATIONS

- and California Education Code and its Title 5 regulations
 - All dictate the responsibilities of school districts and the rights of children with disabilities and their families
 - Our job is to help do it the best way possible for our students.
 - Questions? Thoughts? Implications?
-

**SDUHSD
 Special Education Program Enrollment
 as of October 26, 2017**

School Site	Enrollment	Enrollment	Mild/Mod	TAP	FLS	Center	SEAS	Prep
CCA	2578	122	105					
CVMS	1160	87	64	12				
DMS	945	116	88				12	
EWMS	600	90	77					
OCMS	704	114	84	18	8			
Sunset	114	25	25					
PTMS	672	45	44					
LCCHS	1944	286	182	20	8		14	
SDHSA	1907	165	161					
TPHS	2425	247	235		11			
NPS Middle School		6						
NPS High School		37						

SDUHSD
Special Education Program Enrollment
as of October 26, 2017

CLA	HLSA	MSLA	ATP	Speech	Total
13				4	122
				11	87
		8		8	116
				13	90
				4	114
					25
				1	45
	13		45	4	286
				4	165
				1	247

CASEMIS 5 Year History - Totals by Year and by Disability

	ID	HH	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	AUT	TBI	Total	%
Dec-1 2	32	11	5	127	6	115	33	454	486	14	176	11	1470	11.8%
Dec-1 3	34	7	2	107	7	109	29	417	523	19	180	11	1445	11.5%
Dec-1 4	37	7	3	97	7	134	25	414	516	23	178	10	1451	11.4%
Dec-1 5	41	9	2	108	9	108	26	401	512	22	200	9	1447	11.3%
Dec-1 6	36	7	1	96	7	89	25	389	484	20	205	6	1365	10.5%

Most common acronyms in Special Education

AAC	Augmentative Alternative Communication
ABA	Applied Behavioral Analysis
ACSA	Association of California School Administrators
ACSE	Advisory Commission on Special Education
ADA	American with Disabilities Act
ADA	Average Daily Attendance
ADR	Alternative Dispute Resolution
AIR	American Institutes for Research
ALJ	Administrative Law Judge
APE	Adapted Physical Education
API	Academic Performance Index
ARRA	American Recovery and Reinvestment Act
AT	Assistive Technology
AU	Administrative Unit
AYP	Adequate Yearly Progress
BCBA	Board Certified Behavioral Analyst
BD	Behavior Disorder
BER	Behavior Emergency Report
BHRS	Behavioral Health and Recovery Services
BICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
CAFSE	Coalition for Adequate Funding for Special Education
CAC	Community Advisory Committee
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTAT	California Services for Technical Assistance and Training
CALTIDES	California Longitudinal Teacher Information Data Education System
CAPA	California Alternate Performance Based Assessment
CASEMIS	California Special Education Management Information System
CBI	Community Based Instruction
CCF	Community Care Facility
CCR	California Code of Regulations
CCS	California Children Services
CDE	California Department of Education
CEIS	Coordinated Early Intervening Services
CELDT	California English Language Development Test
CFR	Code of Federal Regulations
CMA	California Modified Assessment
CMH	County Mental Health
COE	County Office of Education
COLA	Cost of Living Adjustment
COTA	Certified Occupational Therapy Assistant
CSS	Communication Severity Scales
DDS	Department of Developmental Services

DHH	Deaf/Hard of Hearing
DHS	Department of Health Services
DIBELS	Dynamic Indicators of Basic Early Literacy
DIS	Designated Instructional Service
DMH	Department of Mental Health
DOF	Department of Finance
DOL	District of Location
DOR	District of Residence
DRDP	Desired Results Developmental Profile
DTT	Discrete Trial Training
EC	Education Code
ECE	Early Childhood Education
ED	Emotional Disturbance
EL	English Learner
ELA	English/Language Arts
ESEA	Elementary and Secondary Education Act
ESY	Extended School Year
FAA	Functional Analysis Assessment
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FFA	Foster Family Agency
FFH	Family Foster Home
FIEP	Facilitated Individualized Education Program
FMTA	Focused Monitoring and Technical Assistance
FRC	Family Resource Center
FTE	Full time equivalent
HIPAA	Health Insurance Portability and Accountability Act
HOH	Hearing of Hearing
HOUSSE	High, Objective, Uniform State Standards of Evaluation
HQ	Highly Qualified
HRC	Harbor Regional Center
IA	Instructional Assistant
ID	Intellectual Disability
IDEA	Individualized with Disabilities Education Act
IDEIA	Individuals with Disabilities Education Improvement Act
IHE	Institute of Higher Education
ISA	Individual Service Agreement (for NPS/NPA)
IAES	Interim Alternative Educational Setting
ICF	Intermediate Care Facility
IEE	Independent Educational Evaluation
IEP	Individualized Educational Program
ISP	Individual Services Plan
IFSP	Individual Family Service Plan
ITP	Individual Transition Plan
IWEN	Individual with Exceptional Needs
JPA	Joint Powers Agreement
LAO	Legislative Analyst's Office
LAS	Language and Speech

LCI	Licensed Children's' Institution
LEA	Local Educational Agency
LI	Low Incidence
LRE	Least Restrictive Environment
MOE	Maintenance of Effort
MTU	Medical Therapy Unit
MOU	Memorandum of Understanding
NASDSE	National Association of State Directors of Special Education
NCLB	No Child Left Behind
NOI	Notice of Insufficiency
NPS/NPA	Non-Public Schools/Non-Public Agencies
OAH	Office of Administrative Hearings
OCR	Office of Civil Rights
OHI	Other Health Impairment
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OOHC	Out of Home Care
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OT /PT	Occupational and Physical Therapy
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange Communication System
PENT	Positive Environment, Network of Trainers
PS	Program Specialists
PWN	Prior Written Notice
RSP	Resource Specialist Program
RS	Related Services
RtI2	Response to Instruction and Intervention
SAI	Specialized Academic Instruction
SCIA	Special Circumstance Instructional Assistance
SDC	Special Day Class
SEA	State Educational Agency
SEEDS	Special Education Early Delivery System
SEIS	Special Education Information System
SELPA	Special Education Local Plan Area
SESR	Special Education Self-Review
SH	Severe Handicap
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
SLP	Speech/Language Pathologist
SLPA	Speech/Language Pathology Assistant
SNF	Skilled Nursing Facility
SOP	Summary of Performance
SPP	State Performance Plan
SSC	School Services of California
SSID	State Student Identifier
STAR	State Testing and Reporting
TBI	Traumatic Brain Injury

TEACCH Treatment and Education of Autistic and Communication Handicapped Children
VI Visual Impairment

SDUHSD CTE COURSES

Courses	Gen Ed	SPED	Total	% of GE	% of sped
AccountngPrin P	36	0	36	100.00%	0.00%
Adv Digi Image	17	1	18	94.44%	5.56%
Adv F/ADigPhoto	18	0	18	100.00%	0.00%
Adv Journ P	133	3	136	97.79%	2.21%
Adv Vid Film P	156	15	171	91.23%	8.77%
AdvBusMgmt	16	1	17	94.12%	5.88%
AdvTVProduction	12	1	13	92.31%	7.69%
Archit Dsgn(P)	50	1	51	98.04%	1.96%
ArtNew Media P	33	1	34	97.06%	2.94%
Business Math	181	64	245	73.88%	26.12%
Business Math A	9	0	9	100.00%	0.00%
Business Math B	1	3	4	25.00%	75.00%
BusMgmt/Owner	99	7	106	93.40%	6.60%
Child Dev	2	0	2	100.00%	0.00%
Child Develop1P	83	1	84	98.81%	1.19%
ChildDevCar	30	4	34	88.24%	11.76%
Cinema Lab	15	0	15	100.00%	0.00%
ComGraphDesign	25	10	35	71.43%	28.57%
Comp Applic	28	0	28	100.00%	0.00%
Comp Applic A	1	0	1	100.00%	0.00%
Comp Pro P	37	1	38	97.37%	2.63%
CompGameDesig	78	6	84	92.86%	7.14%
CompProgAppDe	94	10	104	90.38%	9.62%
CompProgAppDe	21	1	22	95.45%	4.55%
Costum Hist DesP	31	2	33	93.94%	6.06%
Cuisine	29	10	39	74.36%	25.64%
Culinary Art P	426	97	523	81.45%	18.55%
CulinaryArts II	29	4	33	87.88%	12.12%
DigiComposition	67	5	72	93.06%	6.94%
DigiElectronics	31	1	32	96.88%	3.13%
Digital Photo	47	7	54	87.04%	12.96%
DigMediaProduct	14	0	14	100.00%	0.00%
Dnce Chor/Pr P	70	4	74	94.59%	5.41%
EmbeddedSysDes	27	1	28	96.43%	3.57%
EngDesign&CADP	59	3	62	95.16%	4.84%
EWE Int.I	127	6	133	95.49%	4.51%
ExplorCompSci P	229	10	239	95.82%	4.18%
F/A DigiPhoto	318	19	337	94.36%	5.64%
Fashion/Des (P)	37	0	37	100.00%	0.00%
Guitarmaking	32	2	34	94.12%	5.88%
Healthcare Essn	55	3	58	94.83%	5.17%
Imaging P	205	14	219	93.61%	6.39%
InternatCuisine	23	0	23	100.00%	0.00%

SDUHSD CTE COURSES

Internship	70	5	75	93.33%	6.67%
Intnl Foods	35	6	41	85.37%	14.63%
Intro Biotech P	117	1	118	99.15%	0.85%
Intro BusinessP	117	4	121	96.69%	3.31%
Intro Tech I	316	20	336	94.05%	5.95%
Intro to Law P	74	1	75	98.67%	1.33%
IntroEngDesignP	70	5	75	93.33%	6.67%
IntroEngTechniq	122	8	130	93.85%	6.15%
MachToolTech	55	7	62	88.71%	11.29%
Metal Tech 2	11	1	12	91.67%	8.33%
MIDI Comp	27	1	28	96.43%	3.57%
MrktingPrinc(P)	343	23	366	93.72%	6.28%
Photo Imaging P	226	29	255	88.63%	11.37%
Photo Tech II	14	1	15	93.33%	6.67%
PrinBioMedSci	57	5	62	91.94%	8.06%
PrinEngineering	66	4	70	94.29%	5.71%
Recording Arts	35	0	35	100.00%	0.00%
Robotic/EngTech	100	21	121	82.64%	17.36%
RockBandMusInd	65	4	69	94.20%	5.80%
ROP AutoEngPerf	8	0	8	100.00%	0.00%
ROP AutoTech	47	13	60	78.33%	21.67%
Screen Printing	184	23	207	88.89%	11.11%
Shaping	34	2	36	94.44%	5.56%
Span Prof Com P	36	1	37	97.30%	2.70%
Srf/OceanLifsav	42	1	43	97.67%	2.33%
Stagehand Tech	92	16	108	85.19%	14.81%
STEMExploration	153	10	163	93.87%	6.13%
Tech Theatre	41	7	48	85.42%	14.58%
TV Production	39	6	45	86.67%	13.33%
Video Film P	490	72	562	87.19%	12.81%
Weld/Metal Fab	19	1	20	95.00%	5.00%
Wood Tech 1	168	17	185	90.81%	9.19%
Wood Tech 2	16	2	18	88.89%	11.11%
Work Exper	111	14	125	88.80%	11.20%
Yearbook	208	2	210	99.05%	0.95%
Grand Total	6639	651	7290	91.07%	8.93%