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DEHESA SCHOOL DISTRICT
Regular Governing
Board Meeting

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AGENDA

September 16, 2015

Welcome

Welcome to the meeting of the Dehesa School District Governing Board. Your interest in our school district is appreciated.

Our Governing Board

Our community elects five Board members who serve four-year terms. The Board members are responsible for the overall operation for the school district. Among its duties, the Board adopts and annual budget, approves all expenditures, establishes policies and regulations, authorizes employment of all personnel, approves curriculum and textbooks, and appoints the Superintendent.

Cindy White -

Mrs. White was first elected to the governing Board in November 2002, re-elected in 2006 and 2010 and her term expires in 2018.

Karl Becker -

Mr. Becker was elected to the board in 2010 and his term expires in 2018.

Christina Becker

Mrs. Becker was first elected to the Governing Board in the year 2014. Her current term expires in 2018.

Jeff Royal -

Mr. Royal was first elected to the governing Board in November 2000. He was re-elected in 2004, 2008 and 2012. His present term expires in 2016

Derek Voth

Mr. Voth was appointed to the Governing Board in January 2013 and his term expires in 2016.

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 6:30 p.m.

Dehesa School – Library

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

SEPTEMBER 16, 2015

AGENDA

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at 619-444-2161. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting, may be viewed at Dehesa School District, 4612 Dehesa Road, El Cajon, CA 92019, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Sheila Cochran.

I. Call to Order

- A. Public Comment on Closed Session Items

II. Closed Session

- A. PUPIL PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. PERSONNEL MATTERS: The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
 - 1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. NEGOTIATIONS: The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
 - 1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. POTENTIAL LITIGATION: The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b.)(1).
- E. REAL PROPERTY: The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956.8 (b.)(1).

III. Public Meeting

- A. Call to Order and Establishing a Quorum
- B. Closed Session Report of Any Action Taken
- C. Pledge of Allegiance
- D. Agenda Approval

IV. Requests to Address the Board

A. District/Community Organization Reports

- 1. Parents' Club – Amy Haisch, President
- 2. Dehesa Teacher's Association – Presidents' Kelly Pallitto, Jennifer Griggs
- 3. California School Employees Association # 663 - Jackie Finch, President
- 4. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
 - b. Community Montessori

5. Diego Hills Charter School – Lindsay Reese
6. The Heights Charter School – Diana Whyte
7. Inspire Charter – Nick Nichols
8. Method Schools – Jessica Venezia
9. Mosaica Online Academy of Southern California – Justin Schmitt
10. Citizen Input

B. Board Input

V. Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

- A. Approval of Minutes – It is recommended that the board of Trustees approve the minutes of the following meetings:
 1. Regular Board Meeting – August 20, 2015
 2. Special Board Meeting – August 25, 2015
- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. It is recommended that the Board of Trustees approve the following annual contract agreements:
- D. Conferences and Workshops
 1. Special Ed Critical Issues Conference for Superintendent/Director of Special Education, October 21-23, 2015 in Palm Springs, California. Cost of conference and room is approximately \$380.00.
 2. Conference for Administrative Clerk on Student Records, Custody & Residency Issues on October 1, 2015 at SDCOE. Cost is \$85.00.
 3. Conference for 5th grade teacher, Nicole Suetos, on Digital Citizenship on October 6 at East County SELPA and then On Line Course. No cost to district except for a one day sub.

VI. Information & Proposals (Action may be taken)

- A. Correspondence –
 1. Results of the Countywide Mathematics Performance Task from SDCOE.
 2. Approval letter of Local Control and Accountability Plan from SDCOE.

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Site Administrator Report
4. Enrollment
5. Energy Coalition Update

C. Discussion

1. None

VII. Action Items

A. Public Hearings – Availability of Instructional Materials

B. Old Business – None

C. New Business

1. The Board will consider Resolution #2015-9-1, Availability of Instructional Materials.
2. The Board will consider the approval of the Independent Contractor Agreement with Purposeful Play.
3. The Board will consider the CUPCCAA Resolution #2015-9-2.
4. The Board will consider the Consultant Agreement for a School Psychologist.
5. The Board will consider the Addendum to Food Service Agreement with Alpine School District

D. Negotiations - None

E. Board Policies –

- a. None

F. Personnel

The Board will consider Ratification of the Superintendent's Personnel Actions:

- a. To accept the resignation of a Student Care Assistant, effective August 24, 2015.
- b. To accept the resignation of a Special Education Instructional Aide, effective August 25, 2015.
- c. To hire a Special Education Aide for 3.75 hours per day, effective August 25, 2015.
- d. To hire a Special Education Aide for 6 hours per day, effective September 7, 2015.

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting – October 15, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

B. Agenda Items – Trustees may request placing items on the next agenda

C. Future Meeting Dates

1. Regular Meeting – November 19, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

IX. Adjournment

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

August 20, 2015

Minutes

I-III. Call to Order:

President Cindy White called the meeting to order at 7:10 and reported no action was taken at closed session. Jackie Finch led all in the Pledge of Allegiance. A quorum was established; members present – Cindy White, Derek Voth, and Christina Becker. Jeff Royal and Karl Becker were absent. Derek Voth made a motion to approve the Agenda, seconded by Christina Becker and vote as follows

Ayes: Cynthia White, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal , Karl Becker

IV. A. Requests to address the Board

1. **Parents Club** – Mrs. Hauer shared they are hosting a staff luncheon next Thurs.
2. **DTA** - Kelly Pallitto and Jennifer Griggs introduced themselves to the Board as the new co-presidents of DTA.
3. **CSEA** – President Jackie Finch said there had been much turn over during the summer and been very busy but looking forward to the new school year.
- 4 – 9 **Charter Schools:** Superintendent Hauer said the Nick Nichols had shared with her that Inspire was projecting a 450 enrollment to start off the year and Methods expected to be at 100. Mrs. Hauer will be checking in with the other Charters and also informed the Board she has a new form that will be implemented next month asking for a report from each of the Charters.

10. Citizen Input: None

B. Board Input: Christina Becker shared that Mary Becker has been accepted into Cal State, L A and she thanked Dehesa for doing a great job with her education. Mrs. Becker would like a long term, 5 year plan on for our technology and devices so that they can be replaced as needed. President White shared that she interrupted a potential vandalism problem President White asked that the cameras be put on the agenda for next month to determine the cost involved and ability to expand. Mr. Oetken suggested we check with the contractor on site to see if they could help us with any of those costs or options we may have. Jackie Finch shared that she just attended a transportation meeting where they heard from Homeland Security.

They will come out and due a risk assessment for free if we wish and depending on findings there is Grant money that is available to help out. Derek Voth mentioned that the Sheriff can come out and due an assessment but felt that the Homeland Security would do a much more thorough job. President White gave direction to have this investigated further.

V. Routine Action Items A-D:

Derek Voth made a motion to approve the routine action items and Christina Becker seconded the motion. Superintendent Hauer shared that the Contracts included under the Routine Action Items were annual contracts, set up by SELPA. The Conferences are for CBOC members and the GO Math training is today and tomorrow. President White commented that the SDG&E bill is outrageous and needs to be looked at more closely. Business Manager, Lori Wigg, pointed out it was for two months but still seemed excessive. She also shared that she has been working with other schools and has joined a coalition to work with getting SDG&E to charge us different rates than commercial use since we are not able to increase our fees to offset their increases. Mrs. Wigg will bring this information to the Board next month. Christina Becker also shared that we may be able to get a free audit through SDG&E and has sent information to Lori Wigg to follow up with. She also mentioned we may be able to get some help from Proposition 39. No further discussion, vote as follows:

Ayes: Christina Becker, Derek Voth, Christina Becker

Nays: None,

Absent: Jeff Royal, Karl Becker

Abstain: None

VI. Information and Proposals

A. Correspondence: Superintendent Hauer shared that the information from Live Well San Diego is information about our school that they will put on their website.

B.1. Budget Report: Business Manager shared that due to the People Soft Implementation the closing will not take place as scheduled. She has received a call from the County and will work on the Unaudited Actuals as soon as she is notified it is closed. Final report will be shared at the October meeting instead of September. She has also been working on reconciling our oversight fees on all of our Charters and believes the amounts will increase with the final closing. Lori Wigg also wanted to say thank you to Jackie Finch and Tamar Ripke who had been helping with all our interviews over the summer with the large turnover. She shared with the Board that since the new Child Nutrition Coordinator could not start until August 31st, and Alpine Schools do not start until September 1st she had made arrangements for a sub to cover and Autumnne Sherman had been helping to ensure everything was in place to start the year.

B.2 State School Building Report: Wayne Oetken spoke to the Board regarding the money set aside for furnishing the inside of the new classrooms, approximately \$102,000. He believes we are financially set to outfit the classrooms but it is something we need to start considering soon as it is a lengthy process and involves a great deal of decision. Suggestions were made that we may want to piggy back with another district in their purchasing department and also look at pricing through the consortium. That it will take several weeks to investigate the options and costs involved. Per Christina Becker the Principal is the one who decides what the classroom should look like and we also gather information from other schools. She said we need to look for standardization and keep in mind the need for replacing furniture in older buildings and keep in mind that it will take 6-8 weeks from time of ordering to delivery on furniture. Lori Wigg shared that she has a contact in La Mesa that can help direct us toward the best products for the best price. Since completion of the buildings is tentatively set for mid December the Board agrees this is something that needs to be looked at soon and that we may need to hire someone temporarily to help with this process.

B.3 Site Administrator's Report: Principal Ripke shared that it has been a very busy summer with hiring new staff. She has been meeting with Sycuan members to review our Title VII grant and help set up the Title VII meetings. Sycuan will be coming out next week to set up an area in the MP room display case and they will have a section in the library dedicated Kumeyaay culture. Mrs. Ripke shared that there is a meet and greet and ice cream social set up for next Monday, August 24 for students and parents to meet the new staff for this year. Mrs. Ripke asked Kelly Pallitto to share changes that Junior High has made for this coming year. Mrs. Pallitto let the Board know that they are excited to have Mynor Pinillos, new 6th grade teacher on their team and that they have met several times over the summer to determine how to make this a successful year and put interventions in place for struggling students. She passed out the new Middle School Schedule and reviewed it with the Board. Ms. Pallitto also touched on Character Compass, a book that they have read and will be using to help build integrity and other important traits with an emphasis on preparing them for college.

B.4 Deferred Maintenance Report: Business Manager, Lori Wigg, shared the first draft of projects pending that need to be done and money set aside for same, including the dry rot in the MP room that was just replaced. A discussion followed of all items including possibly replacing the garage building rather than re-roofing; patching leaks in the roof; types of sheds for Middle School; possible ideas for the Middle School yard area including pavers and drought resistant plants and trees. Board asked that the list be prioritized in order of importance.

B.5 Enrollment: Mrs. Hauer shared that we are currently at 191 and that it has been changing almost daily due to the beginning of the school year.

C. Discussion:

1. California Uniform Public Construction Cost Accounting Act: Lori Wigg shared information with the Board on what this Act represents. Basically, if you have expensive projects, over \$15,000, you are able to just get quotes rather than needing to go through the formal bidding process. Once it is set up it allows you to move more quickly, especially good for large school districts. The disadvantage is a lengthy process for the initial set up and then once a year in November you need to reach out to all the contractors for all fields and put out a list and then update and maintain it. Once adopted you have to use this list. Per Christina Becker, once you have the list anyone can bid, even if they are not on the list and that in Santee they have a hybrid program which gives more flexibility. The initial set up is a great deal of work and Christina suggested we may need to get some temporary help for the administrative part involved. Cindy White asked for a Resolution to be brought before the Board next month. Since we need to upgrade on many items it may very well be beneficial for us to have this Act in place.

VII. Action Items

A. Public Hearings: None

B. Old Business: None

C. New Business

- 1. Sub Rate Pay:** A motion was made by Derek Voth and seconded by Christina Becker. Nancy Hauer shared that it was brought to the Board for the change in the daily rate of pay to make us the same as our neighboring schools. She also told the Board about the consortium that we were working to have put in place and that she is meeting with North County next week who has one. Vote as follows:

Ayes: Cynthia White, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal, Karl Becker

- 2. Agreement between Dehesa School and CMI Fox Landing:** Derek Voth made a motion to consider the agreement with CMI for sixth grade camp and it was seconded by Christina Becker. Vote as follows:

Ayes: Cynthia White, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal, Karl Becker

- 3. HP Proposal for Laptops:** Derek Voth made a motion to consider the proposal and it was seconded by Christina Becker. Superintendent Hauer shared that this is the second part of buying new computers so all of our students 3-8 would each have their own laptop that would stay with them until they left 8th grade. The 72 more needed to be purchased would be for our 5th and 6th graders who did not get any last year plus our additional 3rd graders and one for Secretary of the Board who currently uses her personal computer. Derek Voth asked about the longevity of the computer and Christina Becker suggested we form a plan for setting aside a certain amount of money each year to replace computers as they age. Vote as follows:

Ayes: Cynthia White, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal, Karl Becker

D. Negotiations: None

E. Board Policies: None

F. Personnel

Cindy White asked for a motion to consider all Personnel items except Item d., the hiring of a Child Nutrition Coordinator due to a conflict of interest. Derek Voth made a motion to consider the Ratification of the Superintendent with the exception of item d, seconded by Christina Becker. Vote as follows:

Ayes: Cynthia White, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal, Karl Becker

Discussion that the Board does not have a quorum to vote for the Child Nutrition coordinator since Mrs. White needs to abstain. A Special Board Meeting will need to be arranged so that the new person being hired can start on time.

VIII. Advanced Planning:

- A. Next regular Board meeting is set for September 10, 2015. Closed session will be at 6:30 with open session at 7:00 pm. Discussion that the meeting does not need to be this early on the calendar since the Unaudited Actuals will not be ready. Decision to move the next regular Board meeting to **September 17, 2015**, closed session at 6:30 with open session at 7:00pm.
- B. Agenda Items – per ones included in these minutes and as requested by trustees.
- C. Future Meeting Dates: October 15, 2015 at 6:30pm with closed session at 7:00 pm.

IX. Adjournment: Meeting was adjourned at 8:40 pm. The Board reconvened into closed session. The Board reconvened into open session; President White reported no action was taken during closed session; however a Special Board meeting was set for Tuesday, August 25th at 6:15 am. The meeting was adjourned at 9:00pm.

Respectfully submitted by:

Approved by:

Sheila Cochran
Administrative Secretary

Derek Voth
Clerk of the Board

DEHESA

SCHOOL DISTRICT

SPECIAL GOVERNING BOARD MEETING

August 25, 2015

Minutes

I. Call to Order:

President Cindy White called the meeting to order at 6:15 am and established a quorum. Karl Becker led the Pledge of Allegiance.

Members Present: Cindy White, President
Derek Voth, Clerk
Karl Becker, Board Member
Christina Becker, Board Member

Members Absent: Jeff Royal, Vice President

II. Information & Proposals: None

III. Action Items:

A. Personnel –

1. Derek Voth made a motion to consider the Ratification of the Superintendent's Personnel Action, to hire a Program's Specialist, effective August 31, 2015; seconded by Karl Becker. Vote as follows:

Ayes: Cindy White, Derek Voth, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal

Abstain: None

2. Christina Becker made a motion to consider the Ratification of the Superintendent's Personnel Action, to hire a Child Nutrition Coordinator, effective August 31, 2015 seconded by Derek Voth. Vote as follows:

Ayes: Derek Voth, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal

Abstain: Cindy White

3&4: Derek Voth made a motion to consider the Ratification of the Superintendent's Personnel Actions; to reinstate the Student Care Coordinator Position, effective August 25, 2015 and to reinstate the Student Care Assistant Positions, effective August 25, 2015. The motion was seconded by Karl Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal

Abstain: None

- B.** Derek Voth made a motion to consider the Declaration of Need for Fully Qualified Teachers and it was seconded by Karl Becker. Superintendent Hauer shared it was an Amended Declaration of Need that was necessary due to the hiring of one of our teachers working in a different position. Vote as follows:

Ayes: Cindy White, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: Jeff Royal

Abstain: None

IV. Advance Planning:

1. Regular meeting – September 17 with closed session at 6:30 followed by open session at 7:00 pm

V. Meeting Adjourned at 6:20 am.

Nancy Hauer, Superintendent

Derek Voth, Clerk

Dehesa School District
COMMERCIAL WARRANT LISTINGS

August 25, 2015

General Fund Restricted Accounts

Special Education

Date Amount

Audiometrics		Audiometer Calibration
ABA education Foundation		Student Supervision Services
Lemon Grove		Program Specialist
LRP Publications		Special Ed for Charters
Nancy Hauer		Training Reimbursement
Pearson		Special Ed Supplies
Purposeful Play, Inc.		Occupational Therapy
San Diego County Speech Pathology		Speech Services
Southwest School & Office Supply		Instructional Supplies
Vista Hill		Mental Health Services/Assessments
		Mental Health Services/Assessments
WPS Publish		Visual/Auditory Testing

General Fund Other Restricted/Unrestricted Accounts

Transportation

A-Z Bus Sales			Bus Parts
Cajon Valley Union School District	8/25/15	\$1,958.07	Bus Maintenance/Fuel
Creative Bus Sales			Bus Parts
Jaybright Co.			Vehicle Wash & Wax
Tire Centers			Tires/Repairs
ThemCBurnieDesignCo			Bus Repair
Minda Lawrence			Student Transportation Reimbursement
Yale-Chase			Brake Inspection Services

General Fund Other

A-1 Live Scan			Live Scan & Background Checks
Aardvark Pest Control, Inc.	8/24/2015	\$218.00	Gopher Poisoning-July/August
ACCO Brands USA			Laminating Rolls
Alice Training Institute LLC			Training Class
Alliance	8/25/15	\$835.81	Instructional Supplies
Amazon			Instructional Supplies
Anita Fire Hose Company	8/24/15	\$552.10	Fire Extinguisher Service
Apple, Inc.			IPAD Indian Education
APS Laminating Supplies	8/24/15	\$64.86	Office Supplies
Assn of CA School Administrators			Annual Membership Dues
Assn for Supervision & Curriculum Development			Yearly Membership
AT&T	8/24/2015	43.87	Phone Bill
Atkinson, Andelson, Loya, Ruud & Romo	8/24/15	\$920.06	Legal Fees-July
	8/25/15	\$8,908.68	Legal Fees
Avaya			Phone System Maintenance
Award Emblem Mfg Co			Student Counsel Pins

Dehesa School District
COMMERCIAL WARRANT LISTINGS

August 25, 2015

Barnes & Noble			Library Books
Becker, Christina			Reimbursement-Parking
Bio Corporation			Instructional Supplies
Blackboard Connect			Annual Fee 13/14 & 14/15
Brown Industries			Peace Pal Awards
California State Board of Equalization			Sales/Use Taxes
California School Boards Association	8/24/15	\$3,699.00	Annual Membership/Conference Fees
California Schools VEBA			Retiree Premiums Feb-April
California Dept. of Justice	8/25/15	\$32.00	Fingerprinting Fees
Cintas Corporation	8/25/15	\$188.85	Nurse Supplies
College Preparatory Mathematics			Instructional Supplies/Books
Copy Link			Junior High Copier Maintenance
County Proflame			Propane
County of San Diego			Election Fees
CPM	8/25/15	\$1,178.78	Instructional Supplies
Daniel Shea			Reimbursement-Instructional Supplies
David Best			Reimbursement-Maintenance Supplies
Data Management			Office Supplies
Dehart Backflow			Backflow Testing
Dell Awards			Name Plates
Dell Marketing LLP			Servers, Common Core Funds
Demco			Instructional Supplies
Dunn Edwards Paints			Paint
East County Californian			Budget Advertisement
Educational Data Systems			CELDT Testing Fees
Eric Schneider			Reimbursement
ESGI			Licensing Fees
Extended School Services			Homeless Student After School Care
Everything Medical			Nurse Supplies
Federal Publishing Limited			Office Supplies
FedEx			Express Mailing
Firewatch			Semi Annual Service and Inspection
Flaghouse, Inc.			Instructional/PE Supplies
Flinn Scientific			Instructional Supplies
Follett			Books
Gary Hobelman			Mileage
Grainger			Maintenance Supplies
Guided Discoveries, Inc			Camp Deposit
Heart Rate Monitors USA			Middle School PE Supplies
Home Depot			Custodial/Maintenance Supplies
Houghton-Mifflin Harcourt			Textbooks
HR Direct			Compliance Updates
Industrial Chem Labs			Custodial Supplies
Janet Wilson			Reimbursement
J&C Books			Books
Jennifer Hoffman			Mileage
Jolene Guzman			Reimbursement
Jones School Supply Co.			Instructional Supplies
Jostens			

Dehesa School District
COMMERCIAL WARRANT LISTINGS

August 25, 2015

Julie Wiley	8/25/15	\$58.12	Reimbursement-Instructional Supplies
Jurman's			CPR Training
Kelly Pallitto	8/24/15	\$207.71	Reimbursement-Instructional Supplies
			Reimbursement-Instructional Supplies
			Parking Fee
Learning Upgrade			Student Annual License
Lynn's Locksmith Service			keys
Mason's			Maintenance Repairs
McGraw Hill			Books & Instructional Supplies
Message Logix, Inc.			Anonymous Alert Subscription Services
MobyMax			Student Licensing Fees
MRC Smart Technologies			Qtrly Maintenance Printers
MRC			Staples
<u>General Fund, Other - Continued</u>			
Nancy Hauer	8/24/15	\$275.60	Reimbursement-Conference Expenses
Nina Van Nostrand			Reimbursement-Conference Expenses
Nexus			Smartnet Maintenance Agreement
NvLS			Erate Services
NWEA			Testing Fees
Office Depot			Instructional and Office Supplies
Otay Water District			Monthly Service
			Monthly Service
P&R Paper			Instructional supplies
PAC Heating & Air			AC Repairs
Palo Sports			PE Equipment
PC Mall Gov			Server Software, Common Core
Pearson			Instructional Materials
Petty Cash			Reimbursement
Read Naturally, Inc.			Instructional Supplies
Really Good Stuff			Instructional Supplies
Renaissance Learning			Additional Subscriptions SR
Revolving Fund			Reimbursement
RL Bates, DBA AI-Max			Septic Pumping Services
San Diego County Office of Education			Conference/Trainings
San Diego County Office of Education			Office Supplies/Card Printing Services
San Diego FBC	8/24/15	\$1,060.12	Quarterly Retiree Dental Premiums
San Diego County Vector			Pesticide Services
San Diego County School Boards Asso.	8/25/2015	44.14	Annual Membership Dues
San Joaquin County Office of Education			SIS Maintenance Agreement
Scholastic Book Club	8/25/15	\$730.53	Instructional Supplies/Books
Scholastic School Supplies			Instructional Supplies
School Services of Ca.	8/25/15	\$430.00	Conference Registration Fees
School Outfitters			Instructional Supplies
School Specialty	8/25/15	\$271.03	Instructional Supplies
Science Olympiad			Science Olympiad
SDG & E	8/24/15	\$3,984.48	Monthly Service-July
Sheila Cochran			Reimbursement office supplies
Sheila Cochran			Mileage

Dehesa School District
COMMERCIAL WARRANT LISTINGS

August 25, 2015

Skillpath Seminars			Conference/Training
Small School District Association	8/25/15	\$250.00	Membership dues/Workshops
SoftChoice			MS office Licensing
Southern California Assoc Science Proff.			Workshop Fees
Southwest School & Office Supply	8/25/15	\$197.02	Instructional Supplies
			Office Supplies
Standard Stationary Supply	8/25/15	\$39.51	Office Supplies
Stutz, Artiano, Shinoff, Holtz			Legal Fees
Sycuan Resort			Middle School PE
Tamara Ripke	8/25/15	\$151.01	Reimbursement-Instructional Supplies
Terminix	8/25/15	\$254.00	Quarterly Service
Time & Alarm Systems			Security system repair
Time for Kids			Instructional Supplies
Tidmore Flags			Classroom Flags
Troxell Communications			Charging Cart for IPADS
Turn Around Schools			Conference/Trainings
Tyco	8/25/15	\$592.45	Quarterly alarm service charges
United Health Supplies			Health Office Supplies
US Games			PE Supplies
VEBA			
Waste Management	8/25/15	\$226.76	Monthly Service
Waxie			Custodial Supplies
Wilkinson Hadley King & Co. LLP			Audit Progress Billings
Witt Company			Copier Supplies
Xerox	8/17/15	\$475.80	Copier Monthly Invoice
	8/25/2015	856.59	
<u>Charter School Funding</u>			
Community Montessori			In-Lieu Property Taxes Transfer
Community Montessori			Special Education Reimbursement
Dehesa Charter School			In-Lieu Property Taxes Transfer
Dehesa Charter School			Special Education Reimbursement
Diego Hills Charter School			In-Lieu Property Taxes Transfer
			Special Education Reimbursement
The Heights Charter School			In-Lieu Property Taxes Transfer
The Heights Charter School			Special Education Reimbursement
Methods Charter School	8/21/15	\$13,000.00	EPA Quarter 1 Disbursement
Mosaica Charter School			In-Lieu Property Taxes Transfer
Girard & Edwards			Legal Fees
<u>ESS - Student Care Fund</u>			
AT & T			Monthly Phone Service
Revolving Fund			Revolving Reimbursement
Southwest School & Office Supply			ESS Office Supplies

Dehesa School District
COMMERCIAL WARRANT LISTINGS

August 25, 2015

Stringfield, Ry
Sysco

Reimbursement-Eye Glasses Repair
Food

Cafeteria Fund

Alpine Union School District
Autumnne Sherman
County of San Diego
Franco's Pizza
Hollandia Dairy

Contract School Lunches
Reimbursement-Conference Expenses
Annual Renewal Fees
Cafeteria Food
Cafeteria Milk

Little Caesars Pizza
PUSD
SDG&E
Sysco

Cafeteria Food
Certification Class for Autumnne Sherman
Electric Bill
Food

Deferred Maintenance Fund

Awning Products Unlimited
DFS Flooring
Janus Corporation
PAC Heating and Air Conditioning
Pacifica Glass Co
San Diego Door
South Bay Fence Co
Western Environmental & Safety Tech

Replace Front Walkway Awning
Carpet 3 rooms
Asbestos Removal 2 classrooms
A/C Repairs
Repair Broken Window
Building/Door Repairs
Fence Repairs from Car Accident
Certified Asbestos Consultant

Critical Issues Conference

October 21-23, 2015

Conference Information

Special Education Law: A Year in Review and What's New
San Diego Senior Level Special Education Administrators ONLY

Payment

Registration Fee: \$85.00

(No staff substitutions and pre-registration is required)

Make checks payable to: **San Diego County Office of Education**

North Inland SELPA - Critical Issues Conference 2015

(Sorry, no purchase orders accepted and no refunds)

Hotel / Location

Hilton – Palm Springs Resort

400 East Tahquitz Canyon Way

Palm Springs, CA 92262

(760) 320-6868

Group Reservations: 800-445-8667 - Reference "Critical Issues 2015"



Guest Room Rates: *(Note: Your Credit Card will be charged for the first night when you make your Reservations)*

Single Occupancy (King): \$139.00

Double Occupancy (2-Queens): \$139.00

The rates are per room, per night excluding applicable state and local taxes. The current Occupancy Tax is 15.60% and the \$1.00 Utility Users Fee (taxable). Check-in is 4:00 pm; check-out is 12:00 noon. (The Hilton Palm Springs will charge an Early Check-Out fee to any guest who checks out of the hotel before their stated departure date. Departure dates may be changed at Check-In without penalty.)

Each participant is responsible for making their own room reservations – prior to October 6, 2015.

Directions from San Diego

- Take I-15 North to I-215 N to CA-60 E to I-10 E.
- Take CA-111 S. exit to Palm Springs.
- Stay on N. Palm Canyon Dr.
- Left onto E. Amado Rd.
- Right onto N. Calle Encilia.
- Right onto E. Tahquitz Canyon Way.

Registration Information

(Event ID# 104918)

Registration must be completed online at: <http://sdcoe.k12oms.org/1037-104918>

Please contact your SELPA Administrator for the Registration Access Code.

Send payment to:

North Inland SELPA

1710 Montecito Road, Ramona, CA 92065

Ph: 760-788-4671 | Fx: 760-788-4681

Email: kknudsen@sdcoe.net

Registration and payment deadline:

October 15, 2015

Welcome, Brandy Kelley

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San Diego County Office of Education Event Calendar

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Oct 01, 2015

Register

[Click Here to Register](#)Registration Deadline: Sep 28,
2015

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Student Records, Custody & Residency Issues

This workshop will be divided into a morning and an afternoon session.

The morning session, *Federal and California Laws Related to Student Records*, provides a comprehensive review of common student records concerns including maintenance and destruction, rights of access, transfer of records, challenges to records as well as other current topics. Model policies and procedures will also be highlighted at this workshop.

The afternoon session, *Custody and Residency Issues*, will answer often-asked questions about types of custody, foster care, emancipation, removing pupils from campus, guardianship, names changes, and foreign student issues.

The workshop fee includes a copy of the *A Practitioners Guide for School Personnel: Federal and California Laws Related to Student Records and Custody and Residency Issues*.

The Guide can be used as both a resource and as a staff Guide Book. If attendees would like additional copies, the publication will be available for purchase for \$45 per Guide Book.

Event Details

Title Student Records, Custody & Residency Issues**Date(s)** Oct 01, 2015**Time** 8:30 am - 3:30 pm**Audience** School administrators, registrars, office staff, school counselors, district administrators**Facilitator(s)** Bob Mueller**Partners** Ray Vincent and Cami Berry Vincent Fall & Associates**Included** Light Breakfast, Lunch and Materials.**Price** \$ 85.00 per individual

Make checks and purchase orders payable to:
San Diego County Superintendent of Schools

Attn: Tasha Smith
6401 Linda Vista Road, Room 408
San Diego, CA 92111

Location San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7319
[Map](#) | [Driving Directions](#)
Note: in the JRRTC, Comm Labs 1 - 4
Maps and Directions

Contact Tasha Smith
tashas@sdcoe.net
P: (858) 292-3795

Sponsor Student Attendance, Safety, and Well-Being (San Diego COE)

[Organization Management System \(OMS\)](#)

Event Registration Management Software Designed by and for K12 Education
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Would you like to:

- 1. **Register Another Person for this event?**
 - o [Register another person from the same County/District/School](#)
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[None of the above](#)

Instructions

Thank you for submitting your registration. Please print a copy of this page for your records. You should receive an email notification of the receipt of your registration request within 24 hours.

The current status of your registration for this event is **PENDING**. In order to **CONFIRM** your spot for this event, you must submit payment in one of the approved payment methods. Instructions will be provided in the confirmation e-mail.

If the event is **full** you will receive an email notifying you that you have been placed on a Waiting List for the event.

If you do not receive any of the notifications within the specified time frame, please check your junk/spam folder in your email package or telephone the event contact person.

Event Details

Registration Details

Event Student Records, Custody & Residency Issues
Date(s) Oct 01, 2015
Time 8:30 am - 3:30 pm
Facilitator(s) Bob Mueller
Partners Ray Vincent and Cami Berry Vincent Fall & Associates
Included Light Breakfast, Lunch and Materials.
Location San Diego County Office of Education
Contact Tasha Smith
tashas@sdcoe.net
 P: (858) 292-3795

Status PENDING
Confirmation Number kel-19esdg
Name Brandy Kelley
Educational Organization Dehesa Elementary School
Work Address 4612 Dehesa Road
 El Cajon, CA 92019-2922
Email brandy.kelley@dchesasd.net
Phone (619) 444-2161

Payment Details

Event Student Records, Custody & Residency Issues \$ 85.00
Total Cost \$ 85.00

Participant Comments/Questions/Special Requests

No Participant Comments/Questions/Special Requests

Preferred Payment Method Purchase Order

Comments PO 6681

Payment Instructions Make checks and purchase orders payable to:
San Diego County Superintendent of Schools
 Attn: Tasha Smith
 6401 Linda Vista Road, Room 408
 San Diego, CA 92111



Digital Citizenship Course Information

Course Description:

Digital Citizenship is designed to equip educators to become school or district leaders in digital citizenship principles. This six-week, online course is a train-the-trainer model. Following the successful completion of the course, educators will be expected to implement a digital citizenship training program at their school or district. Course participants will be introduced to high-quality resources from Common Sense Education and Haiku Learning, SDCOE's official course partners.

Following the course, many participants will meet requirements for Common Sense Education's Digital Citizenship Certified Educator, School & District certifications.

Course Dates & Registration:

Participants may register for one of the cohorts below:

Cohort 1:

- Face-to-Face Training Day: *Wednesday, September 16 from 8:30 a.m. - 3:30 p.m. at North Inland SELPA in Ramona, CA*
- Online course participation: 9/16/15-10/28/15
- **Register here:** <http://sdcoe.k12oms.org/1294-100892> (Access code: dcsmall1)

Cohort 2:

- Face-to-Face Training Day: *Tuesday, October 6 from 8:30 a.m. - 3:30 p.m at East County SELPA in El Cajon, CA*
- Online course participation: 10/6/15-11/18/15
- **Register here:** <http://sdcoe.k12oms.org/1294-100910> (Access code: dcsmall2)

Target Audience:

One lead educator per school site who will develop an implementation plan and train teachers in their schools. Past course participants have been lead classroom teachers, Teachers on Special Assignment, technology administrators, guidance counselors, librarians, and more.

Time Commitment:

The online course will last for six weeks. The course will start with a face-to-face launch day. Digital Citizenship will require approximately six hours of self-paced coursework for each course module.

Implementation Plan:

Following the online course, participants will be equipped to train educators at their schools. The course fee covers access to a teacher training Digital Citizenship online course in the Haiku learning management system for 10 additional users for each school site.

Participants may train educators in their schools or districts using one of the following models:

1. **Face-to-face:** Trainers may use inservice, early release days, or other professional development meetings to train teachers in digital citizenship topics in order to equip educators to carry out the previously designed digital citizenship implementation plan.
*This method is recommended for small districts in San Diego County because there is no limit to the amount of educators that can be trained in this model.
2. **Online:** Trainers will facilitate a teacher version of the Digital Citizenship course using the 10 complimentary seats in the Haiku Learning Management System.
3. **Blended:** Trainers will offer a combination of face-to-face meetings and online coursework in order to train their staff in digital citizenship. Trainers will offer the online portion in the complimentary 10 seats in the Haiku Learning Management System.

Administrative Collaboration:

Digital citizenship lead teachers will be planning teacher professional development and curriculum design for various grade levels during this online class. It's important for administrators and digital citizenship lead teachers to collaborate frequently regarding time, scheduling, and other considerations to implement a digital citizenship plan for their school or district.

Course Layout:

Topics covered in this course will be:

- Module 1 - *Defining Digital Citizenship*
- Module 2 - *Internet Safety and Security*
- Module 3 - *Privacy, Digital Footprints, and Identity*
- Module 4 - *Cyberbullying, Communication, and Relationships*
- Module 5 - *Searching, Evaluating, and Citing*
- Module 6 - *Changing the Community through Digital Citizenship*

Cost:

Free, thanks to a generous contribution from the San Diego County Superintendent of Schools, the \$500 course tuition per participant has been covered.

Questions?:

For any questions or information regarding the Digital Citizenship course, contact:

Craig Leach

San Diego County Office of Education

craig.leach@sdcoe.net

858-292-3539



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Randolph E. Ward, Ed.D., Superintendent of Schools

July 29, 2015

Nancy Hauer
Superintendent
Dehesa School District
4612 Dehesa Road
El Cajon CA 92019-2922

Dear Mrs. Hauer:

We are pleased to share the results of the spring 2015 Countywide Mathematics Performance Task for students in grades 4, 8, and 11. This year we received 10,113 tasks, and we were able to score 9,744 tasks because of the great support from teachers throughout San Diego County. There were twenty-two districts and nine charter schools who participated in the Countywide Performance Task Project for mathematics. Included in this packet you will find both the countywide summary of results as well as your individual district report. Below is a review of the project purpose and summary of results for San Diego County for you to share with your stakeholders.

Project Purpose

- Gather formative evidence that can help identify students progress toward meeting the standards
- Identify areas in which teaching and learning need to be strengthened
- Provide samples of tasks reflecting the emphases and rigor of the California State Standards
- Collect and share benchmark samples of student work reflecting various levels of performance

Countywide Summary Results

Grade 4: 84% of students demonstrated the ability to use a model to solve an equal sharing problem, 71% demonstrated the ability to use a model to partition and compare unequal parts, 34% demonstrated the ability to transfer and express fractional quantities to a new model, and 21% could justify their model.

Grade 8: 26% of students demonstrated the ability to create a table, graph, or equation that describes a linear relationship, 50% demonstrated the ability to explain rate of change, 25% of students demonstrated the ability to use a linear representation to make a prediction given a real world context, 19% of students demonstrated the ability to use the same model to make a new prediction based on given information, and 21% of students demonstrated the ability to justify their reasoning in writing using evidence.

Service and Leadership for Student Achievement

Board of Education

Mark C. Anderson Alicia Muñoz Gregg Robinson Richard P. Shea

Nancy Hauer
July 29, 2015
Page 2

Grade 11: 35% of students demonstrated the ability to reason quantitatively about an exponential relationship, 9% of students demonstrated the ability to use a mathematically appropriate model to disprove a claim, and 3% of students demonstrated the ability to use a mathematically appropriate model to solve a problem given a real world context.

Next Steps

- The results can inform countywide conversations about instruction and professional learning needs as we continue the implementation of the Common Core State Standards.
- Original student work will be returned to each participating school along with the scoring rubrics and exemplar anchor papers.

We at the San Diego County Office of Education very much appreciated your district's willingness to contribute to the success of this project.

Sincerely,



Dr. Karla Groth
Senior Director, Assessment Accountability & Evaluation

Enclosures (1)

San Diego County Mathematics Performance Task Project

Spring 2015

San Diego County Performance Task Overview

Project Purpose

- Gather formative information about student learning in relations to a selected set of Common Core Math standards, focusing on reasoning quantitatively about the relationship between two quantities: extend understanding of fraction equivalence and ordering (grade 4), use functions to model relationships between quantities (grade 8), and build functions that models a relationship between two quantities and construct and compare linear, quadratic, and exponential models and solve problems (grade 11).
- Identify strengths and areas of weakness that could form the focus for professional learning and student supports.
- Engage teachers in an analysis of student work, and provide examples of rich common core-aligned instructional tasks.

Scoring

A representative sample of student work from across the participating schools and districts was scored using a rubric aligned to the performance task and to the Common Core Math standards.

By the Numbers

- 10,113 performance tasks returned (grades 4, 8, 11)
- 9,744 performance tasks scored (96%)
- 7,874 scored performance tasks matched with student demographic data files submitted by participating districts (total number of scores included in report)

Countywide Summary Results

Grade 4: 84% of students demonstrated the ability to use a model to solve an equal sharing problem, 71% demonstrated the ability to use a model to partition and compare unequal parts, 34% demonstrated the ability to transfer and express fractional quantities to a new model, and 21% could justify their model.

Grade 8: 26% of students demonstrated the ability to create a table, graph, or equation that describes a linear relationship, 50% demonstrated the ability to explain rate of change, 25% of students demonstrated the ability to use a linear representation to make a prediction given a real world context, 19% of students demonstrated the ability to use the same model to make a new prediction based on given information, and 21% of students demonstrated the ability to justify their reasoning in writing using evidence.

Grade 11: 35% of students demonstrated the ability to reason quantitatively about an exponential relationship, 9% of students demonstrated the ability to use a mathematically appropriate model to disprove a claim, and 3% of students demonstrated the ability to use a mathematically appropriate model to solve a problem given a real world context.

San Diego County Mathematics Performance Task Project

Spring 2015

Grade 4

Participation

All	African American	American Indian	Asian	Filipino	Pacific Islander	White	Hispanic	English Only	English Learner	SPED
4,184*	155	347	250	67	25	2,780	1,867	2,442	863	557

*Based on scored tasks and matched with student demographic information

Subgroup Performance

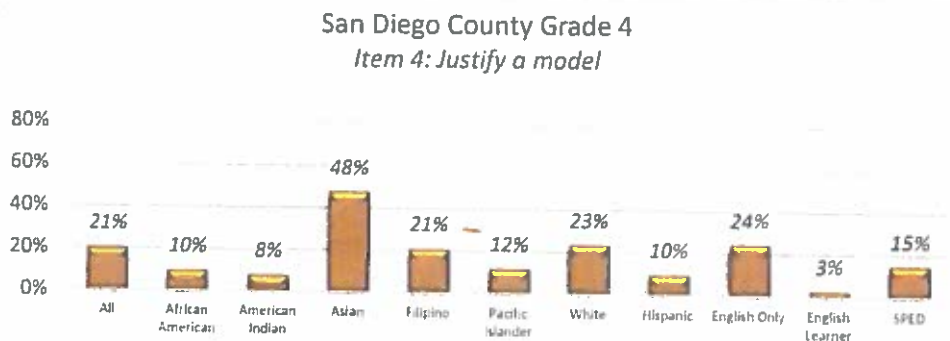
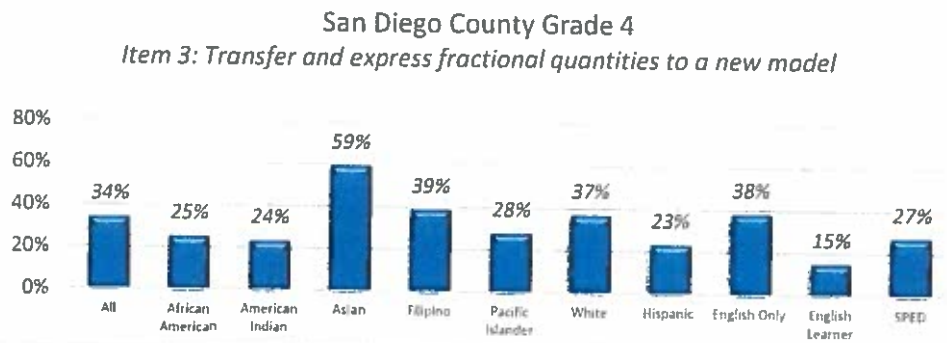
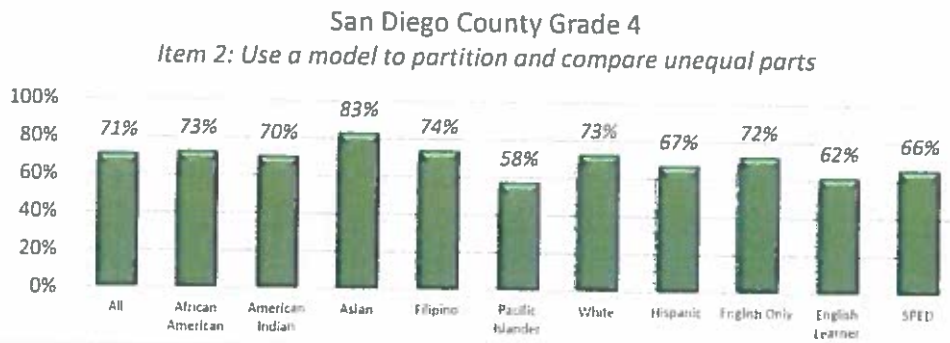
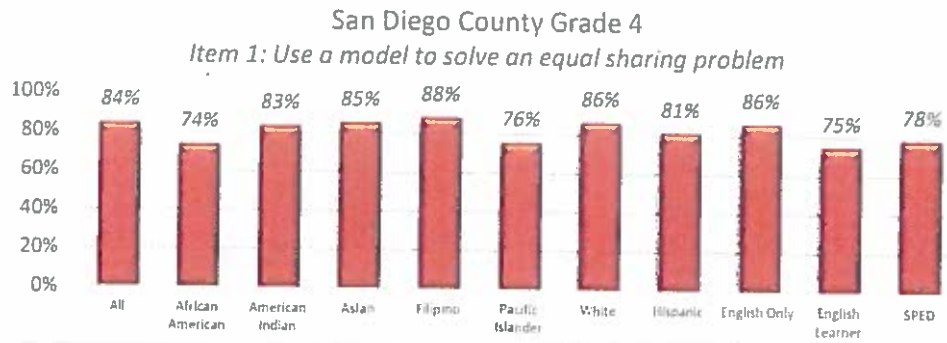
		Grade 4										
Common Core Expectation		All	African American	American Indian	Asian	Filipino	Pacific Islander	White	Hispanic	English Only	English Learner	SPED
Item 1: Use a model to solve an equal sharing problem		84%	74%	83%	85%	88%	76%	86%	81%	86%	75%	78%
Item 2: Use a model to partition and compare unequal parts		71%	73%	70%	83%	74%	58%	73%	67%	72%	62%	66%
Item 3: Transfer and express fractional quantities to a new model		34%	25%	24%	59%	39%	28%	37%	23%	38%	15%	27%
Item 4: Justify a model		21%	10%	8%	48%	21%	12%	23%	10%	24%	3%	15%

San Diego County Mathematics Performance Task Project

Spring 2015

Data Visualization

Grade 4



San Diego County Mathematics Performance Task Project

Spring 2015

GRADE 4: Student Performance Analysis

Stimulus: Students were provided with pictures of "nutrition bars" (granola bars).

Performance Task Item	Strong Students (Score Points 6-7)	Typical Students (Score Points 3-5)	Struggling Students (Score Points 0-2)
1. Show how you could partition the nutrition bar equally between you and two other friends	Students drew lines to show the bar divided into three approximately equal parts.	Students drew lines to show the bar divided into three approximately equal parts.	Most students drew lines to show the bar divided into three parts. Some students instead divided the bar into two parts (halves) instead of three parts (thirds).
<i>Information for Items 2, 3, 4: Mindy partitioned her bar into four equal parts. She gave one part to each of her three friends and kept one part for herself. Clark partitioned his bar into six equal parts. He gave two parts to one friend, two parts to another friend, and kept two parts for himself.</i>			
2. Mindy claimed that she ate more nutrition bar than Clark ate. Is Mindy right? Explain why or why not.	Students stated that Mindy was <u>not</u> right and then explained that Mindy ate $\frac{1}{4}$ of her bar, and Clark ate $\frac{2}{6}$ or $\frac{1}{3}$ of his bar; and that $\frac{1}{4}$ is smaller than $\frac{2}{6}$ or $\frac{1}{3}$.	Students stated that Mindy was <u>not</u> right. Students generally indicated that $\frac{1}{4}$ was smaller than $\frac{1}{3}$ or $\frac{2}{6}$; some used mathematical language and referred to fractional parts while others used language such as "Clark's two pieces are larger than Mindy's one piece."	Students may have indicated that Mindy was <u>not</u> right, but either said they both ate the same amount or could not support their conclusion with appropriate language or symbols. Some students said Mindy was right because "the smaller the fraction the bigger the number."
3. Clark said, "I can prove that I ate more nutrition bar than Mindy ate using grid paper." But Clark could only find a 2 x 6 grid in his binder. Pretend the grid below is the same size as a nutrition bar. Label grid boxes with M's to show how much of the nutrition bar Mindy ate. Label other grid boxes with C's to show how much of the bar Clark ate.	Students appropriately filled in $\frac{1}{4}$ of the 12 total grid boxes (3 squares) with M's and $\frac{1}{3}$ or $\frac{2}{6}$ of the grid boxes (4 squares) with C's.	Most students filled in $\frac{1}{4}$ of the 12 total grid boxes (3 squares) with M's. A few were able to fill in $\frac{1}{3}$ or $\frac{2}{6}$ of the grid boxes (4 squares) with C's. Some students filled in 2 squares with C's to represent the 2 pieces that Clark ate.	Most students filled in 1 square with an M to represent the 1 piece that Mindy ate and 2 squares with C's to represent the 2 pieces that Clark ate

San Diego County Mathematics Performance Task Project

Spring 2015

Performance Task Item	Strong Students (Score Points 6-7)	Typical Students (Score Points 3-5)	Struggling Students (Score Points 0-2)
<p>4. Explain how you figured out how many C's to put in the grid.</p>	<p>Students sufficiently explained how they determined the correct number of C's (4 squares) to put in the grid using a variety of different strategies. "I counted 12 total boxes. Clark ate $\frac{2}{6}$ of the bar, which is the same as $\frac{1}{3}$. $\frac{1}{3}$ is equal to $\frac{4}{12}$. So I filled in 4 of the 12 boxes with C's."</p> <p>Many students also included procedural proof or steps showing their work (i.e. how they identified 4 squares to fill with C's).</p>	<p>Most students could not support or explain their answer with appropriate language or symbols. They may have gotten the correct answer but struggled to explain their strategy or process used. "I know how because the grid is divided into 12th. So I put 4 C's."</p>	<p>Most students could not support or explain their answer with appropriate language or symbols. "I figured this out by looking back at the front."</p>

San Diego County Mathematics Performance Task Project

Spring 2015

Grade 8

Participation

All	African American	American Indian	Asian	Filipino	Pacific Islander	White	Hispanic	English Only	English Learner	SPED
2,200*	96	465	86	51	36	1,303	1,141	1,163	222	344

*Based on scored tasks and matched with student demographic information

Subgroup Performance

Common Core Expectation	Grade 8										
	All	African American	American Indian	Asian	Filipino	Pacific Islander	White	Hispanic	English Only	English Learner	SPED
Item 1: Create a table, graph, or equation that describes a linear relationship	26%	14%	18%	28%	25%	1.1%	33%	18%	31%	7%	18%
Item 2: Explain rate of change	50%	38%	41%	64%	53%	49%	55%	41%	56%	26%	35%
Item 3: Use a linear representation to make a prediction	25%	18%	15%	37%	25%	27%	30%	17%	30%	8%	13%
Item 4: Use the same model to make a new prediction based on given information	19%	10%	14%	29%	22%	16%	23%	13%	24%	5%	8%
Item 5: Justify reasoning in writing using evidence	21%	7%	12%	35%	25%	16%	25%	12%	25%	6%	10%

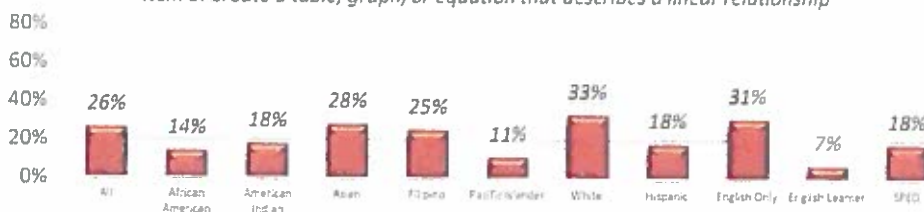
San Diego County Mathematics Performance Task Project

Spring 2015

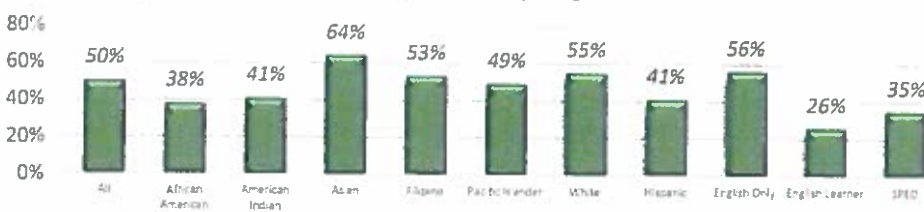
Data Visualization

Grade 8

San Diego County Grade 8
Item 1: Create a table, graph, or equation that describes a linear relationship



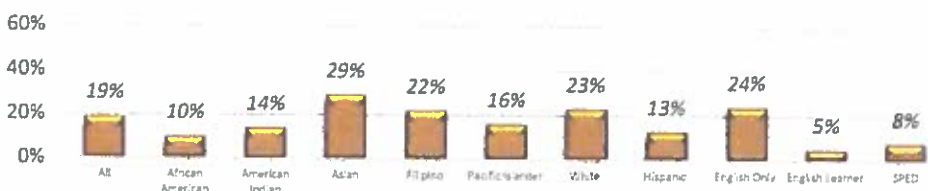
San Diego County Grade 8
Item 2: Explain rate of change



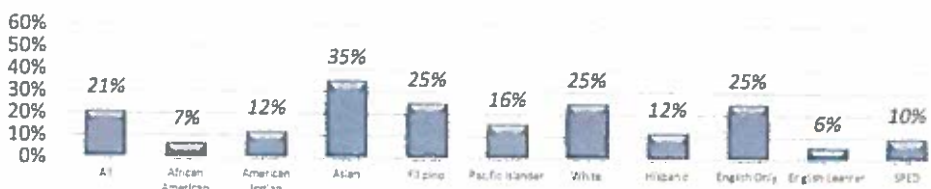
San Diego County Grade 8
Item 3: Use a linear representation to make a prediction



San Diego County Grade 8
Item 4: Use the same model to make a new prediction based on given information



San Diego County Grade 8
Item 5: Justify reasoning in writing using evidence



San Diego County Mathematics Performance Task Project

Spring 2015

GRADE 8: Student Performance Analysis

Stimulus: Students were provided with a short, four-paragraph internet article about the growth of Pandora radio.

Performance Task Item	Strong Students (Score Points 6-7)	Typical Students (Score Points 3-5)	Struggling Students (Score Points 0-2)
1. Using the information in paragraph 3, create a table, graph, or equation that expresses a linear relationship in months.	Students were able to accurately convert from seconds all the way to months, and to use that information accurately to draw a linear graph, create a table, or generate an equation representing the relationship of users per second.	Students were able to accurately convert from seconds all the way to months; however, forgot to account for the original 90 million users necessary to create an accurate table, graph, or equation.	Students were able to do some of the calculations, but may have made errors in converting from seconds to months, and showed no attempt in creating a table, graph, or equation.
2. Explain the rate of change in paragraph 3?	Students were able to explain the rate of change as one new user every second or an accurate user versus time relationship (e.g. 3600 users per hour; 2,592,000 users per month).	Students were able to explain the rate of change as one new user every second or an accurate user versus time relationship (e.g. 3600 users per hour; 2,592,000 users per month).	Students were often able to explain the rate of change as one new user every second or an accurate user versus time relationship (e.g. 3600 users per hour; 2,592,000 users per month).
3. Using a linear representation, predict how many registered members Pandora will have 6 months after April 2011.	Students were able to use the linear equation (from questions 1) to accurately predict how many registered members Pandora will have 6 months after April 2011.	Students were usually able to use the linear equation (from questions 1) to accurately predict how many registered members Pandora will have 6 months after April 2011.	Some students attempted to calculate responses using the original 90 million users, but most often the question was left blank.
4. Using your model, predict when Pandora began registering members.	Students were able to apply their model to generate an appropriate prediction of about three years (calculate the number of users in a year, divide the April 2011 number of users by that figure, and convert the result into months to subtract from the April 2011 date).	Students were able to apply their model to generate an appropriate prediction of about three years (calculate the number of users in a year, divide the April 2011 number of users by that figure, and convert the result into months to subtract from the April 2011 date).	Students attempted to calculate the number of users, however, they did not account for the original 90 million users and/or did not correctly apply an equation in their work.
5. (Consider your prior work as you read the following headline.) What is one possible explanation for why the billboardbiz.com headline is accurate? Clearly explain your reasoning.	Students understood that the headline represented an accelerated rate of growth, and were able to generate reasonable explanations such as the number of users actually increased at a rate greater than one per second.	Students were able to generate reasonable explanations such as the original information did not include international users. However, no mention of an increased rate of users was made.	Students were unable to generate a possible explanation, and often said the statement was not accurate.

San Diego County Mathematics Performance Task Project

Spring 2015

Grade 11

Participation

All	African American	Asian	White	Hispanic	English Only	English Learner	RFEP	SPED
1,109*	55	48	510	523	552	76	383	112

*Based on scored tasks and matched with student demographic information

Subgroup Performance

Common Core Expectation	Grade 11								
	All	African American	Asian	White	Hispanic	English Only	English Learner	RFEP	SPED
Item 1: Reason quantitatively about an exponential relationship	35%	36%	56%	38%	29%	36%	17%	32%	21%
Item 2: Use a mathematically appropriate model to disprove a claim	9%	4%	25%	12%	6%	10%	1%	7%	1%
Item 3: Use a mathematically appropriate model to solve a problem given a real world context	3%	2%	13%	4%	2%	3%	3%	3%	2%

San Diego County Mathematics Performance Task Project

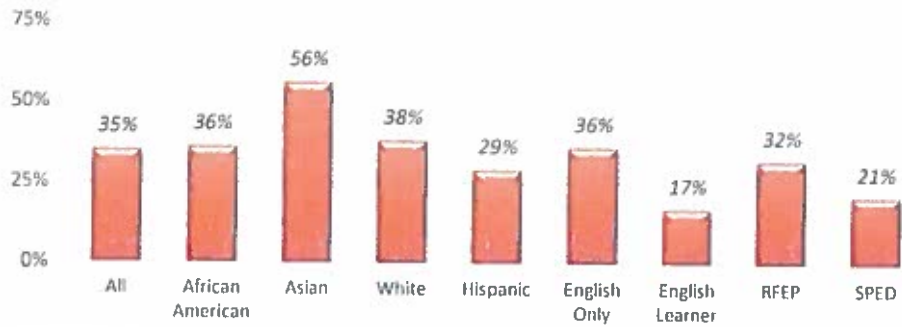
Spring 2015

Data Visualization

Grade 11

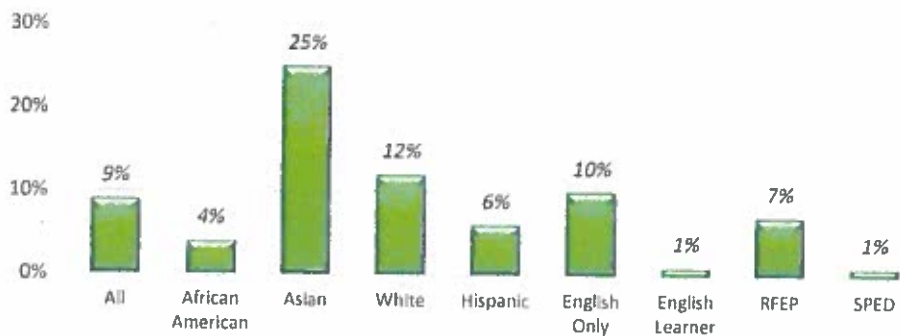
San Diego County Grade 11

Item 1: Reason quantitatively about an exponential relationship



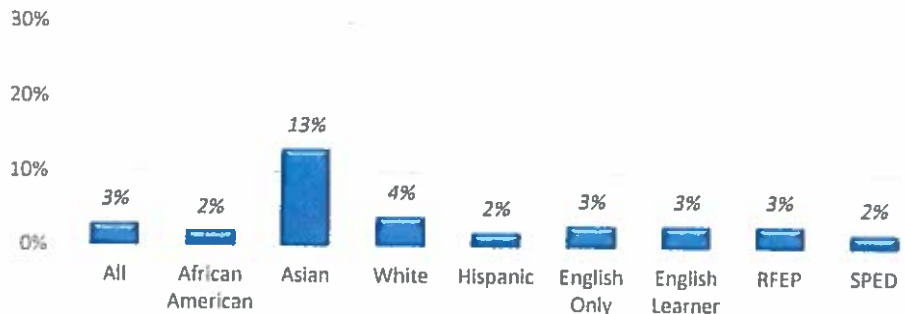
San Diego County Grade 11

Item 2: Use a mathematically appropriate model to disprove a claim



San Diego County Grade 11

Item 3: Use a mathematically appropriate model to solve a problem given a real world context



San Diego County Mathematics Performance Task Project

Spring 2015

GRADE 11: Student Performance Analysis

Stimulus: Students were provided with a one page, six-paragraph internet article about how video download speed on YouTube affects users.

Item from the Task	Strong Students (Score Points 5-8)	Typical Students (Score Points 2-4)	Struggling Students (Score Points 0-1)
<p>1. Read the following claim made by Mark, an 11th grade student:</p> <p>“In 5 seconds, YouTube loses 6,670,000 viewers based on Ramesh Sitaraman’s study of abandonment rates.”</p> <p>Mark explained that to figure out how many people abandon YouTube videos per second, you need to multiply 23 million by 5.8%. Doing the calculation means every second 1,334,000 viewers abandon YouTube videos, so in 5 seconds 6,670,000 viewers would abandon videos.</p> <p>Given the data in paragraph 5, investigate whether Mark’s claim is true and explain your answer.</p>	<p>Students identified the flaw in Mark’s reasoning. He had mistakenly ignored the initial 2-second delay and explained the problem from a linear versus exponential perspective.</p>	<p>Students identified that Mark’s claim was false because Mark explained the program from a linear versus an exponential perspective. Student failed to identify the second problem in Mark’s reasoning (2-second delay).</p>	<p>Students agreed with Mark’s claim and were unable to see that his explanation was flawed.</p>
<p>2. The Boston Globe’s article claimed, Use a mathematical model to explain why the Boston Globe’s claim is inaccurate.</p>	<p>Too few students in this band to determine.</p>	<p>Students used a linear table or graph to solve the problem. They were able to show how many viewer’s abandoned video after 40 seconds, but their answer was not based on an exponential relationship.</p>	<p>Students used an inappropriate mathematical model to solve the problem. Many students attempted to solve the problem proportionately using 7th grade mathematical reasoning.</p>

San Diego County Mathematics Performance Task Project

Spring 2015

Item from the Task	Strong Students (Score Points 5-8)	Typical Students (Score Points 2-4)	Struggling Students (Score Points 0-1)
3. Berkheimer and his team reduced the percentage of people who abandon a video from 5.8 percent to 2.1 percent. Using your model, determine how long it would take for a third of YouTube's audience to tune out using the improved video player.	Too few students in this band to determine.	Students used a linear table or graph to solve the problem. They were able to show how many fewer viewer's abandoned using the new YouTube viewer, but their answer was not based on an exponential relationship.	Students used an inappropriate mathematical model to solve the problem. Many used some variation of their answer from question 2 to solve the problem in question 3. As with question 2, many students attempted to solve the problem proportionately using 7 th grade mathematical reasoning.

Re: 2015-18 Local Control and Accountability Plan Approval - Attachment

1 message

Lenay A. Henry <lenay.henry@sdcoe.net>

Tue, Sep 8, 2015 at 11:19 AM

To: "nancy.hauer@dehesasd.net" <nancy.hauer@dehesasd.net>

Cc: Jean Madden-Cazares <jmadden@sdcoe.net>, Lora Duzyk <lorad@sdcoe.net>



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net

Randolph E. Ward, Ed.D., Superintendent of Schools

Dear Superintendent:

RE: 2015-18 Local Control and Accountability Plan Approval

Thank you for leading the work in your school district to update the Local Control and Accountability Plan for the 2015-18 fiscal years. Your commitment to work collaboratively with the San Diego County Office of education staff has been greatly appreciated.

As you know the County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan (LCAP) including the annual update to the existing LCAP, prior to the approval of the district's Adopted Budget [Education Code Section 42127(d)]. Our office has completed its review of your district's Local Control and Accountability Plan. Based on this review, it has been determined that:

- The budget includes sufficient expenditures to implement the actions and strategies included in the plan
- The plan adheres to the expenditure requirements for funds apportioned on the number and concentration of unduplicated pupils
- The plan adheres to the template adopted by the State Board of Education

Therefore, the San Diego County Superintendent of Schools has approved the district's 2015-18 Local Control Accountability Plan. A pdf copy of your approved 2015-18 LCAP will be posted on the SDCOE website.

Sincerely,

Randolph E. Ward, Ed. D.
County Superintendent of Schools

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg
Business Manager

Subject: Monthly Budget Update

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

At the October 20, 2011 Board Meeting, Members were asked about their preferences for monthly budget updates. Consensus was that a statement of fund balances and clear, concise updates on key issues would be preferred during months falling in-between major reports.

Report:

Attached is a summary of fund balances (cash in County Treasury) along with a listing of construction expenditures for the school construction project.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:VI.B.1

Dehesa School District

Fund Balances

(Cash in County Treasury as of September 8, 2015)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$361,770
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND	\$127,753
12-06	CHILD DEVELOPMENT FUND	\$5,893
13-00	CAFETERIA SPECIAL REVENUE FUND	\$11,809
14-00	DEFERRED MAINTENANCE FUND	\$107,384
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$476,732
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$67,589
21-39	BUILDING FUND	\$2,800,697
25-19	CAPITAL FACILITIES/SB2068 FUND	\$474,284
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,430
	GRAND TOTAL	\$4,441,341

Please note that cash balances in the General Fund fluctuate on a regular basis. This is a normal feature of the fluid budget/accounting process.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as of Aug 20, 2015

Meeting Date: Sept 16, 2015

- Action
- First Reading
- Information
- Presentation
- Public Hearing
- Roll Call Vote Required
- Discussion

Projected Enrollment

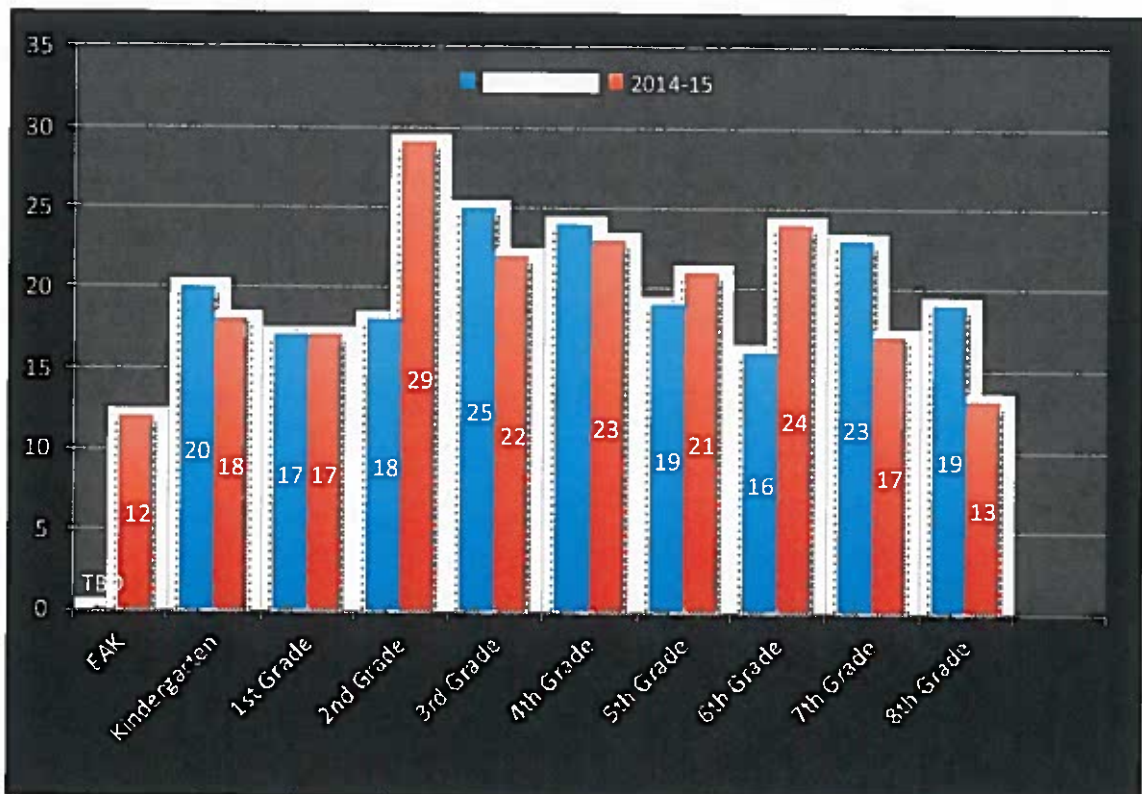
By Grade Level

Kindergarten	20
1st Grade	17
2nd Grade	18
3rd Grade	25
4th Grade	24
5th Grade	19
6th Grade	16
7th	23
8th	19
	185

End-of-the-Year Enrollment

By Grade Level

EAK	12
Kindergarten	18
1st Grade	17
2nd Grade	29
3rd Grade	22
4th Grade	23
5th Grade	21
6th Grade	24
7th	17
8th	13
	196



DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg

Subject: Energy Coalition Update

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

San Diego County school districts experienced an average increase in electricity costs of over 39% last school year. The cost increases were not related to consumption, but rather were a direct result of the most recent General Rate Case approved by the California Public Utility Commission (PUC). County-Wide, the rise in electricity rates was estimated to cost public schools over \$25 million last school year. After several discussions and meetings with other Chief Business Officials (CBOs) in San Diego County, the CBO community came together and formed a coalition to formally intervene in the pending rate case before the PUC to seek protection for schools against the rate increases. The coalition includes 38 of the 42 school districts in the County, representing nearly 500,000 students. One of the main talking points and concerns of the coalition is that school districts have few options for increasing revenues in response to increased operational costs. Consequently, the rising cost of electricity bills has absorbed approximately 18% of the increases to LCFF base grants. The coalition regards this trend as unsustainable for school districts and believes that it impedes the ability for school districts to achieve increases or improvements in services for students, which is the main objective of the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF).

Report:

The attached spreadsheet summarizes the increases in electricity costs that San Diego County School Districts experienced between July 2014 and April 2015.

Financial Impact:

NA – For Information Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:IV.B.5

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jul		Aug		Sep		Oct		Nov		Dec	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Alpine	kwhs Used	(3,897)	3,924	32,556	19,194	71,805	90,365	48,859	64,647	45,018	44,321	39,968	48,382
	Total Bill Amt	5,069	6,516	12,160	11,673	17,964	32,961	10,791	24,296	9,686	10,415	10,634	12,398
Bonsall	kwhs Used	2,062	(1,418)	(14,983)	25,182	93,609	123,082	57,485	93,706	61,693	64,967	66,084	67,118
	Total Bill Amt	3,809	5,805	10,669	9,475	27,277	36,141	16,059	30,036	16,065	19,289	17,515	16,695
Borrego Sprgs	kwhs Used	66,497	72,061	64,207	65,247	103,113	111,693	78,322	101,001	64,989	79,471	58,260	58,342
	Total Bill Amt	11,832	17,028	11,893	15,225	21,081	29,088	16,611	25,164	12,991	18,643	11,670	12,342
Cajon Valley	kwhs Used	780,211	802,806	1,041,916	1,119,905	1,317,896	1,499,880	977,671	1,132,629	863,038	908,543	805,844	768,251
	Total Bill Amt	189,836	253,660	302,985	396,764	357,349	503,750	196,391	385,827	182,962	224,331	160,964	174,600
Cardiff	kwhs Used	32,405	42,293	49,975	60,930	49,989	62,060	44,458	50,267	41,941	44,105	36,443	36,844
	Total Bill Amt	6,674	12,935	12,419	18,599	11,978	19,600	8,523	15,530	8,411	9,666	9,616	8,915
Carlsbad	kwhs Used	251,396	371,528	271,480	371,528	517,726	701,932	566,086	851,991	641,295	758,994	625,183	645,519
	Total Bill Amt	56,920	101,867	58,197	101,867	128,189	206,775	114,053	263,496	116,089	185,141	114,989	125,819
Chula Vista	kwhs Used	1,010,255	935,300	1,541,738	1,683,662	2,072,831	2,339,962	1,414,317	1,674,649	1,580,240	1,826,706	1,431,059	1,508,569
	Total Bill Amt	285,764	379,985	383,728	594,861	526,689	742,832	414,671	669,089	322,514	535,815	315,959	355,844
Coronado	kwhs Used	112,317	120,312	104,742	134,743	158,905	174,482	262,246	279,630	245,669	260,191	217,080	244,924
	Total Bill Amt	17,241	25,306	18,646	31,048	30,054	42,315	46,517	68,916	42,343	56,003	42,422	47,682
Dehesa	kwhs Used	11,470	13,690	19,246	19,267	19,435	22,168	15,150	15,828	13,196	12,074	17,887	11,252
	Total Bill Amt	2,798	3,984	4,817	6,357	5,053	7,217	2,969	5,309	2,876	2,882	3,500	3,065
Del Mar	kwhs Used	143,874	166,885	163,625	195,854	311,076	355,462	245,198	285,484	222,123	238,594	202,655	199,664
	Total Bill Amt	39,245	60,949	53,026	75,286	90,322	124,580	57,796	103,392	48,970	69,243	44,277	48,062
Encinitas	kwhs Used	302,518	298,516	257,898	263,921	418,804	436,414	367,189	411,503	262,902	293,033	314,593	296,977
	Total Bill Amt	55,998	9,034	102,487	83,178	84,083	129,223	56,919	134,227	64,069	88,093	59,943	50,353
Escanido	kwhs Used	859,382	647,302	1,367,036	1,211,833	1,344,867	1,388,684	1,079,938	1,038,979	1,015,018	829,283	1,048,446	784,271
	Total Bill Amt	210,459	222,098	365,210	401,537	377,909	512,756	230,647	351,912	226,404	224,171	238,778	227,247
Escanido High	kwhs Used	487,079	324,380	770,841	584,211	715,613	689,798	583,791	572,809	486,060	476,015	421,782	357,907
	Total Bill Amt	101,011	108,746	182,597	195,358	185,123	243,497	113,438	177,935	100,883	114,635	87,726	92,727
Fallbrook	kwhs Used	284,430	181,514	321,527	293,980	432,837	426,514	311,055	334,181	271,987	265,339	250,954	216,049
	Total Bill Amt	65,267	60,939	82,505	111,663	108,322	143,874	68,082	112,971	60,109	72,689	52,164	50,178
Fallbrook High	kwhs Used	272,099	255,663	291,697	299,212	380,303	441,870	302,417	360,802	287,118	310,762	270,250	288,849
	Total Bill Amt	40,676	48,092	51,084	75,216	86,527	122,538	51,209	81,543	47,978	63,720	44,078	52,874
Grossmont	kwhs Used	1,572,813	1,557,020	1,251,576	1,268,005	1,499,680	1,617,325	1,809,006	2,077,263	1,584,438	1,764,758	1,475,454	1,540,187
	Total Bill Amt	326,890	427,851	251,100	330,707	360,069	481,958	420,621	626,349	291,284	479,048	277,564	325,540
Jamul-Dulzura	kwhs Used	45,259	40,398	52,116	53,649	97,365	90,894	61,889	68,131	56,221	58,988	49,080	43,148
	Total Bill Amt	12,140	13,996	16,743	20,031	24,928	31,818	14,670	24,678	12,520	15,838	10,556	10,780
Julian	kwhs Used	19,953	16,181	17,890	19,279	30,850	32,647	22,355	26,408	25,819	20,034	22,103	22,103
	Total Bill Amt	5,514	5,770	6,121	14,097	8,612	11,163	6,545	10,337	6,093	6,982	5,831	5,831
Julian High	kwhs Used	25,687	19,424	22,947	21,171	29,755	27,280	22,835	23,723	24,322	18,533	26,119	18,980
	Total Bill Amt	4,667	6,017	4,939	6,377	6,682	7,736	4,849	7,187	4,447	4,727	1,836	4,002
La Mesa-Spring Valley	kwhs Used	405,990	385,949	543,364	583,107	870,413	999,995	870,464	641,662	530,583	642,735	550,571	519,977
	Total Bill Amt	102,372	130,582	171,068	246,361	249,803	349,818	249,818	271,065	136,684	177,623	121,107	124,564

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jan		Feb		Mar		Apr		Total	Amt Diff	% Diff
		2014	2015	2014	2015	2014	2015	2014	2015			
Alpine	kwhs Used	49,323	55,553	45,983	49,471	32,792	28,830	10,713	36,149	67,716	18,158	18.15%
	Total Bill Amt	11,275	14,041	10,874	13,414	9,132	11,533	8,316	13,534	44,880	44,880	42.38%
Bonsall	kwhs Used	59,603	58,583	38,118	60,837	50,684	51,170	18,323	25,889	136,438	136,438	31.53%
	Total Bill Amt	17,029	15,947	9,190	16,537	11,674	15,730	9,140	11,261	38,489	38,489	27.80%
Borrego Spgs	kwhs Used	53,820	53,098	57,166	56,063	60,679	61,064	59,305	65,844	57,576	57,576	8.63%
	Total Bill Amt	10,774	12,198	11,081	12,544	12,920	14,815	13,947	16,560	38,806	38,806	28.79%
Colton Valley	kwhs Used									445,438	445,438	7.70%
	Total Bill Amt									547,445	547,445	39.37%
Cardiff	kwhs Used	36,393	36,884	41,088	42,581	41,984	40,868	39,483	43,452	46,125	46,125	11.14%
	Total Bill Amt	7,975	8,914	7,793	9,207	7,985	9,402	7,644	10,569	34,319	34,319	38.55%
Corisbod	kwhs Used	559,803	595,570	617,075	663,231	631,924	664,833	541,919	626,988	1,028,227	1,028,227	19.68%
	Total Bill Amt	110,819	128,995	114,445	140,646	112,902	148,474	107,023	139,789	509,243	509,243	49.27%
Chula Vista	kwhs Used	1,186,382	1,196,952	1,436,994	1,455,570	1,549,691	1,615,204	1,233,772	1,324,767	1,104,062	1,104,062	7.64%
	Total Bill Amt	283,707	306,183	303,963	358,947	308,957	396,373	293,871	358,703	1,258,809	1,258,809	36.60%
Coronado	kwhs Used	282,027	236,352	243,708	285,176	250,610	302,682	238,310	237,389	160,267	160,267	7.58%
	Total Bill Amt	50,138	44,739	41,040	55,587	42,280	59,861	43,121	48,753	106,408	106,408	28.47%
Dehesa	kwhs Used	14,740	12,572	14,401	12,709	13,439	12,471	13,506	13,146	(7,293)	(7,293)	-4.78%
	Total Bill Amt	2,920	3,181	2,875	3,188	2,729	3,467	3,459	3,997	8,651	8,651	25.45%
Del Mar	kwhs Used	198,089	185,520	211,749	205,598	224,592	231,027	195,788	214,742	160,061	160,061	7.55%
	Total Bill Amt	44,160	47,749	44,888	57,846	45,994	65,140	49,020	63,011	197,560	197,560	38.16%
Encinitas	kwhs Used	273,671	243,862	316,760	266,463	316,107	267,928	290,248	219,950	(122,123)	(122,123)	-3.91%
	Total Bill Amt	62,943	60,558	60,913	65,088	58,209	67,679	79,950	62,285	64,204	64,204	9.37%
Escandido	kwhs Used	1,055,186	933,728	1,061,152	964,979	1,013,861	880,690	898,640	903,198	(1,160,579)	(1,160,579)	-10.80%
	Total Bill Amt	229,392	260,469	224,727	261,579	216,177	258,974	260,754	280,052	420,339	420,339	16.29%
Union Elem	kwhs Used	465,940	426,349	484,067	453,596	462,651	397,961	427,428	527,616	(498,610)	(498,610)	-9.39%
	Total Bill Amt	93,479	105,414	95,859	109,786	90,755	104,625	111,362	139,692	230,182	230,182	19.81%
Escandido High	kwhs Used	235,479	211,008	252,615	243,380	259,916	277,345	243,043	262,356	(152,177)	(152,177)	-5.31%
	Total Bill Amt	53,122	52,138	50,878	59,480	51,495	70,834	62,878	71,411	151,354	151,354	23.11%
Elementary	kwhs Used	297,380	265,971	297,944	308,224	308,222	301,181	261,939	302,877	171,042	171,042	5.77%
	Total Bill Amt	47,923	50,587	51,398	59,786	48,894	60,371	49,431	61,081	156,611	156,611	30.16%
Fallbrook High	kwhs Used	1,378,059	1,377,055	1,424,421	1,435,755	1,520,246	1,493,707	1,432,050	1,409,951	596,923	596,923	4.01%
	Total Bill Amt	257,836	284,542	264,594	295,853	275,724	321,413	276,217	307,433	878,795	878,795	29.27%
Jamil-Dulzura	kwhs Used	45,663	46,152	55,170	50,667	51,291	49,436	42,602	44,184	(6,019)	(6,019)	-1.09%
	Total Bill Amt	10,344	11,485	11,408	12,586	10,914	13,294	10,359	12,488	32,412	32,412	24.08%
Julian	kwhs Used	22,607	19,758	23,890	23,308	23,012	25,808	20,285	19,401	(3,837)	(3,837)	-1.68%
	Total Bill Amt	5,268	6,031	5,578	6,372	5,347	6,937	5,135	6,037	19,513	19,513	37.50%
Elementary	kwhs Used									(22,554)	(22,554)	-14.87%
	Total Bill Amt									8,626	8,626	31.46%
La Mesa-Spring	kwhs Used	477,838	474,581	566,805	563,764	563,602	591,949	456,016	229,792	(202,085)	(202,085)	-3.46%
	Total Bill Amt	109,785	125,753	119,221	139,888	116,424	158,584	111,577	71,134	307,514	307,514	20.67%

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jul		Aug		Sep		Oct		Nov		Dec	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Lakeside	kwhs Used	217,294	204,671	431,757	389,097	381,215	477,252	300,167	365,807	278,161	303,334	249,332	248,673
	Total Bill Amt	55,955	70,092	111,044	133,382	97,734	165,573	65,276	117,593	63,260	78,196	57,250	64,555
	kwhs Used	114,241	105,134	91,854	123,138	277,236	306,194	192,882	248,344	169,014	201,967	159,911	171,529
Lemon Grove	Total Bill Amt	35,350	39,668	23,912	42,364	71,479	99,824	42,955	81,050	36,345	52,016	31,801	36,105
	kwhs Used	54,272	46,418	42,274	49,540	101,330	101,939	67,087	98,822	75,629	86,872	91,861	96,636
Empire	Total Bill Amt	14,364	13,795	12,568	13,938	24,308	27,679	17,239	31,286	17,400	23,740	18,586	21,099
	kwhs Used	215,003	154,655	290,127	265,784	369,634	399,189	287,617	269,722	275,761	307,466	265,499	268,132
National	Total Bill Amt	54,600	52,199	72,466	105,670	90,758	124,671	77,711	113,210	57,432	99,445	57,270	64,023
	kwhs Used	930,933	828,118	919,791	1,056,182	1,431,746	1,664,079	1,153,169	1,370,121	1,069,355	1,174,178	1,016,154	988,103
Oceanside	Total Bill Amt	177,271	212,426	233,525	342,112	338,473	481,473	221,043	410,814	201,940	270,786	192,629	204,756
	kwhs Used	1,818,010	1,857,891	1,581,529	1,699,373	3,032,227	3,193,336	2,756,802	3,449,686	2,424,098	2,754,841	2,202,763	2,406,056
Poway	Total Bill Amt	406,977	514,626	335,513	497,824	601,781	753,572	516,222	926,075	415,670	635,155	398,939	475,770
	kwhs Used	226,571	252,612	489,879	492,244	426,856	541,264	426,856	541,264	356,104	406,208	338,030	324,804
Ramona	Total Bill Amt	56,261	87,332	130,955	167,813	108,393	188,366	108,393	188,366	71,411	117,008	75,409	72,661
	kwhs Used												
Rancho Santa Fe	Total Bill Amt												
	kwhs Used												
SBCOE	Total Bill Amt	389,357	349,906	341,055	355,011	348,235	376,057	304,010	329,749	302,950	318,806	289,626	286,320
	kwhs Used	61,642	86,663	59,228	80,637	63,123	86,667	48,956	78,662	47,764	59,768	45,855	51,341
Son Diego	Total Bill Amt	4,241,394	4,549,679	3,101,993	4,234,917	6,170,912	7,014,229	5,770,039	7,280,042	5,842,555	6,466,743	5,410,814	5,093,790
	kwhs Used	885,706	1,241,182	708,301	1,234,910	1,567,919	2,142,527	1,156,761	2,244,496	1,078,073	1,567,269	1,024,904	1,079,394
	kwhs Used	135,824	194,070	575,184	560,154	523,051	656,496	612,006	607,165	578,976	702,097	562,464	626,096
Son Diegoito	Total Bill Amt	69,136	94,880	139,134	182,517	114,446	168,270	153,718	195,535	125,849	182,317	91,134	124,758
	kwhs Used	761,850	912,597	657,165	690,586	1,062,828	1,022,867	1,418,745	1,711,843	1,183,378	1,348,752	1,104,445	1,119,971
Son Marcos	Total Bill Amt	210,657	318,030	165,027	219,633	304,622	403,141	383,774	556,268	235,656	435,537	290,631	263,418
	kwhs Used	25,034	24,734	53,777	51,745	52,207	59,098	42,502	48,638	34,733	41,965	31,230	31,653
Son Pasqual	Total Bill Amt	5,833	8,135	15,011	17,921	13,300	21,643	8,355	14,797	7,497	9,167	6,557	7,426
	kwhs Used												
Son Ysidro	Total Bill Amt												
	kwhs Used												
Santee	Total Bill Amt	200,669	243,307	135,199	147,230	319,881	368,181	310,721	405,782	281,905	344,419	258,946	260,228
	kwhs Used	64,514	93,289	34,080	57,222	91,445	132,815	79,854	148,503	54,939	99,923	56,173	57,517
Solana Beach	Total Bill Amt	194,226	233,855	230,009	282,427	302,551	371,128	246,259	284,732	222,070	261,532	213,215	219,572
	kwhs Used	49,262	82,637	61,447	96,149	77,246	122,466	50,609	100,475	44,515	63,848	41,477	51,879
South Bay	Total Bill Amt	286,004	298,585	491,132	568,641	561,592	616,558	384,556	418,831	414,076	449,905	372,790	356,500
	kwhs Used	77,489	127,896	119,851	191,187	152,743	216,462	87,769	160,610	88,793	123,907	83,965	88,885
Spencer Valley	Total Bill Amt												
	kwhs Used												
Sweetwater	Total Bill Amt	1,653,907	1,054,432	2,199,573	1,224,093	2,868,608	2,333,526	2,331,803	1,774,239	1,351,543	1,307,129	1,788,461	1,437,092
	kwhs Used	313,122	369,999	405,995	320,542	559,201	614,190	487,577	562,279	247,594	287,399	327,032	281,574
	kwhs Used	8,217	7,691	8,030	8,667	17,768	18,476	13,542	16,102	11,357	12,859	10,468	10,302
Vallecitos	Total Bill Amt	2,112	2,664	2,571	3,475	4,953	6,616	3,478	5,811	2,500	3,963	2,628	2,528

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jan		Feb		Mar		Apr		Total	
		2014	2015	2014	2015	2014	2015	2014	2015	Amt Diff	% Diff
Lakeside	kwhs Used	282,189	290,703	305,801	217,269	280,824	274,955	259,975	326,318	111,358	3.73%
	Total Bill Amt	60,236	73,715	64,849	77,338	62,838	84,135	81,752	101,011	245,395	34.07%
	kwhs Used	144,780	167,233	163,711	191,041	160,228	210,284	162,516	171,639	260,130	15.90%
Lemon Grove	Total Bill Amt	30,645	37,158	31,980	43,169	31,572	49,155	39,108	46,249	151,613	40.41%
	kwhs Used	79,322	104,888	77,497	104,520	64,436	98,872	61,549	67,374	140,624	19.66%
Mountain	Total Bill Amt	9,500	24,345	18,142	25,040	14,473	24,629	15,863	18,918	62,027	38.18%
	kwhs Used	225,478	217,187	246,293	238,517	296,945	266,419	230,489	230,095	(85,660)	-3.17%
National	Total Bill Amt	54,447	54,176	51,848	59,443	53,131	65,272	53,939	62,072	176,581	28.32%
	kwhs Used									561,633	8.61%
Oceanside	Total Bill Amt									557,486	40.85%
	kwhs Used	1,983,802	2,052,149	2,318,848	2,442,882	2,247,112	2,273,736	2,102,574	2,298,404	1,960,589	8.73%
Poway	Total Bill Amt	364,472	431,531	398,224	476,467	392,733	488,642	394,059	515,741	1,490,815	35.29%
	kwhs Used	339,779	321,083	344,706	335,827	365,784	373,166	361,942	330,210	242,175	6.59%
Ramona	Total Bill Amt	75,206	77,750	70,964	81,231	72,552	85,016	81,185	84,021	298,834	35.13%
	kwhs Used									0	0.00%
Rancho Santa Fe	Total Bill Amt									0	0.00%
	kwhs Used	284,806	272,865	299,009	299,129	300,052	298,409	290,946	310,741	46,947	1.49%
SDCOE	Total Bill Amt	44,922	49,998	46,685	55,110	46,026	56,307	51,763	56,413	145,603	28.22%
	kwhs Used	5,158,594	5,008,715	5,783,422	5,792,672	5,862,338	5,961,766	6,208,949	5,092,295	2,943,838	5.50%
Unified	Total Bill Amt	995,181	1,117,563	1,092,088	1,273,759	1,078,149	1,364,096	1,270,071	1,235,124	3,643,167	33.56%
	kwhs Used	552,607	548,372	490,897	470,584	524,169	503,112	514,641	486,759	285,086	5.62%
San Diego	Total Bill Amt	110,941	110,489	117,089	122,427	119,912	127,805	115,245	132,710	285,105	24.65%
	kwhs Used	1,074,359	926,613	977,825	916,474	1,103,871	1,145,240	1,038,425	1,105,842	517,894	4.99%
San Marcos	Total Bill Amt	223,385	217,812	212,990	228,332	215,352	267,827	207,848	277,559	797,615	33.37%
	kwhs Used	38,431	36,147	40,355	39,502	39,652	37,396	40,042	45,532	18,447	4.64%
San Pasqual	Total Bill Amt	7,374	8,246	7,421	8,481	8,454	9,917	10,686	12,229	27,473	30.36%
	kwhs Used									0	0.00%
Son Ysidro	Total Bill Amt									0	0.00%
	kwhs Used	236,382	243,018	271,728	251,826	269,122	266,317	239,959	237,242	243,038	9.63%
Sanjee	Total Bill Amt	49,237	56,307	53,801	60,350	54,470	64,310	52,063	66,408	246,066	41.67%
	kwhs Used	205,224	221,791	214,077	232,686	222,947	245,535	218,683	241,152	325,149	14.33%
Solana Beach	Total Bill Amt	42,077	54,578	41,377	59,786	43,533	62,972	52,567	64,340	255,020	50.59%
	kwhs Used	299,677	310,454	395,995	408,002	370,195	387,296	332,614	384,442	290,383	7.43%
South Bay	Total Bill Amt	71,887	83,724	80,889	107,060	78,569	109,714	82,699	99,591	384,382	41.57%
	kwhs Used									0	0.00%
Spencer Valley	Total Bill Amt									0	0.00%
	kwhs Used	1,249,503	1,055,391	1,480,912	1,227,710	1,473,831	1,304,369	1,177,330	778,827	(4,078,663)	-23.21%
Sweetwater	Total Bill Amt	275,190	222,606	293,081	250,810	291,492	277,313	292,915	198,220	(108,266)	-3.10%
	kwhs Used	9,733	9,322	11,239	10,875	11,698	11,783	10,542	10,877	4,360	3.87%
Vallecitos	Total Bill Amt	2,294	2,606	2,387	2,728	2,338	3,179	2,519	3,310	9,097	32.74%

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jul		Aug		Sep		Oct		Nov		Dec	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Valley Center	kwhs Used	92,291	189,689	294,045	211,282	391,678	393,039	281,861	330,857	267,634	309,358	251,552	241,838
	Total Bill Amt	26,256	60,252	70,752	71,090	99,875	133,561	67,644	116,162	55,597	86,660	57,768	57,821
Vista	kwhs Used	1,046,571	1,104,095	858,235	868,802	1,056,136	1,200,414	1,766,591	1,994,741	1,425,237	1,621,376	1,211,716	1,364,621
	Total Bill Amt	274,165	382,350	207,958	270,776	307,517	446,451	463,288	639,940	307,310	518,272	261,791	352,769
Warner	kwhs Used	26,873	21,264	27,258	20,175	39,710	33,240	24,983	25,183	23,339	20,035	25,419	22,235
	Total Bill Amt	5,849	6,002	6,822	6,071	8,913	10,653	5,819	8,745	4,497	5,731	4,947	5,153
County Total	kwhs Used	19,320,341	18,887,131	20,991,270	21,594,968	30,261,273	32,779,069	27,832,929	31,676,963	24,911,545	27,357,308	23,784,461	23,251,464
	Total Bill Cost	4,390,700	5,764,276	5,018,553	6,800,913	7,406,246	10,126,261	6,147,619	10,089,935	4,877,422	7,099,063	4,697,876	5,112,949

Analysis of Electricity Cost Increases for 2014-15

District	Measure	Jan		Feb		Mar		Apr		Total	
		2014	2015	2014	2015	2014	2015	2014	2015	Amr Diff	% Diff
Valley Center	kwhs Used	236,212	227,207	264,288	240,357	237,456	247,845	240,797	255,015	88,673	3.47%
	Total Bill Amt	54,377	59,263	57,888	62,308	52,354	68,690	57,480	66,634	182,449	30.41%
Visto	kwhs Used	1,184,749	1,027,065	1,221,881	1,226,947	1,170,080	1,158,438	1,342,051	1,175,278	458,530	3.73%
	Total Bill Amt	232,974	260,154	242,535	293,489	234,709	312,406	276,856	297,650	965,155	34.36%
Warner	kwhs Used	24,196	23,423	24,747	20,023	26,071	18,090	26,489	18,531	(46,886)	-17.42%
	Total Bill Amt	4,959	5,384	4,782	4,921	4,942	4,628	5,257	4,704	5,206	9.17%
County Total	kwhs Used	20,901,026	19,493,174	22,122,337	21,808,209	22,402,114	22,377,182	21,283,883	20,073,904	6,088,193	2.61%
	Total Bill Cost	4,118,192	4,486,327	4,319,746	4,970,582	4,286,110	5,313,521	4,647,079	5,020,697	14,874,983	29.80%

DEHESA SCHOOL DISTRICT

BOARD OF TRUSTEES
Karl Becker, 2014
Charles T. Huskey, 2014
Jeff F. Royal, 2016
Derek Voth, 2016
Cindy K. White, 2014

"Excellence in Education Since 1876"

4612 Dehesa Road
El Cajon, CA 92019

SUPERINTENDENT/PRINCIPAL
Janet Wilson

BUSINESS MANAGER
Gary Hobelman

Telephone (619) 444-2161 / Fax (619) 444-2105

AMENDED NOTICE OF PUBLIC HEARING

A public hearing will be held at 7:00 PM on **September 16, 2015**, in the Dehesa School District cafeteria, 4612 Dehesa Road, El Cajon, CA 92019. The public hearing will be held to make a determination of sufficient textbooks and/or instructional materials in grades Kindergarten through 8th grade that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Posted at Dehesa School Office, Sycuan Resort restaurant, Dehesa Student Care Room, District Website 7/16/15

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Resolution 2015-9-1

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Each year the state asks for a resolution concerning the Availability of Instructional Materials.

Report:

This resolution affirms our commitment to provide adequate instructional materials to our students.

Student Impact:

Excellent – having access to core instructional materials is vital to the success of our educational program.

Financial Impact:

No additional financial impact at this time, although instructional materials do have a major impact on our general funds.

Recommendation:

Approval of Resolution 2015-9-1

Agenda Item #:VII.C.1

DEHESA SCHOOL DISTRICT

RESOLUTION 2015-9-1

RESOLUTION DETERMINING SUFFICIENCY OF INSTRUCTIONAL MATERIAL FOR 2015/2016

On motion of Member _____, Seconded by Member _____, the following resolution is adopted.

WHEREAS, in order to receive State instructional materials funds, the Governing Board is required by Education Code Section 60119 to hold a public hearing and adopt a resolution by the eighth week of the school year, determining that every pupil, including English learners, has sufficient textbooks or instructional materials, or both, that are aligned to the content standards in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education: reading/language arts, mathematics, science and history/social science.

WHEREAS, as part of the required hearing, the Governing Board must also make a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects.

WHEREAS, "sufficient textbooks or instructional materials" means that each pupil, including English learners has a textbook or instructional materials, or both, to use in class and to take home. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE BE IT RESOLVED, that the Governing Board hereby determines as required by Education Code Section 60119, that the school district had sufficient instructional materials for each pupil in the following areas:

1. Reading/Language Arts, including the English Language component of the program
2. Mathematics
3. Science
4. History/Social Science

Dehesa School District

List of Approved Instructional Materials

2015-16

Instructional Materials Subject Area:	K – 5	6 – 8
ELA	Houghton Mifflin Reading California 2003	Houghton Mifflin Reading California 2003 7 th & 8 th McDougal Littell Literature – 2009
Math	Houghton Mifflin Harcourt GO Math K – 5 8 Year Hybrid Package	6 th CPM College Preparatory Mathematics Program 7 th CPM College Preparatory Mathematics Program 8 th CPM College Preparatory Mathematics Program
Science	Macmillan/McGraw-Hill Science California - 2008	6 th Macmillan/McGraw-Hill Science California - 2008 7 th & 8 th McDougal Littell Science
Social Studies	Macmillan/McGraw-Hill California Vistas - 2007	6 th Macmillan/McGraw-Hill California Vistas – 2007 7 th McDougal Littell World History Medieval and Early Modern Times – California Edition - 2006 8 th McDougal Littell Creating America – California Edition - 2006

INSTRUCTIONAL MATERIALS SURVEY

ELEMENTARY VERSION				DISTRICT:		
SCHOOL:				Number Of	Inventory (#)	Special
Grade	Content Area	Instructional Materials	Students In Grade	Of Textbooks/ Materials	Designations/ Acronyms	
K	English	Houghton Mifflin Reading, A Legacy of Literacy Kindergarten Kit -- TEACHER RESOURCE MATERIALS ONLY	20	1		
Example						
K	English	Houghton Mifflin Reading	20	20		
K	Social Science	Harcourt Reflections Teachers Edition and kit	20	1		
K	Science	California Science Macmillan/McGraw Hill	20	32		
K	Math	Go Math	20	35		
1	English	Houghton Mifflin 1.1-1.5	17	19/18/40/40		
1	ELD	English in a Flash (online)				
1	Social Science	California Vistas Macmillan/McGraw Hill	17	40		
1	Science	California Science Macmillan/McGraw Hill 2008	17	39		
1	Math	Go Math	17	33		
2	English	Houghton Mifflin 2.1/2.2	18	38/31		
2	ELD	English in a Flash (online)				
2	Social Science	California Vistas Macmillan/McGraw Hill	18	33		
2	Science	California Science Macmillan/McGraw Hill	18	22		
2	Math	Go Math	18	36		

INSTRUCTIONAL MATERIALS SURVEY

ELEMENTARY VERSION

SCHOOL:		DISTRICT:			
Grade	Content Area	Instructional Materials	Number Of Students In Grade	Inventory (#) Of Textbooks/ Materials	Special Designations/ Acronyms
	ELD	English in a Flash (online)			
3	English	Houghton Mifflin Reading 3.1/3.2	25	42/37	
3	Social Science	California Vistas Macmillan/McGraw Hill	25	36	
3	Science	California Science Macmillan/McGraw Hill	25	34	
3	Math	Go Math	25	35	
4	English	Houghton Mifflin	24	34	
4	ELD	English in a Flash (online)			
4	Social Science	California Vistas Macmillan/McGraw Hill	24	30	
4	Science	California Science Macmillan/McGraw Hill 2008/PB	24	36	
4	Math	Go Math	24	33	
5	English	Houghton Mifflin	19	27	
5	ELD	English in a Flash (online)			
5	Social Science	California Vistas Macmillan/McGraw Hill	19	26	
5	Science	California Science Macmillan/McGraw Hill	19	33	
5	Math	Go Math	19	27	

**MIDDLE / HIGH SCHOOL LEVEL
INSTRUCTIONAL MATERIALS INVENTORY**

DISTRICT: Dehesa

SCHOOL: Dehesa

DATE: 9/6/15

To Be Completed by the School/District or Provide School/District Equivalent

Course/Course #	Listing of Adopted Instructional Materials/Publisher/Edition Provided to Each Student	Total # Instructional Materials in Inventory	Total # of Students Enrolled	Any special designations ⁺⁺
English / Language Arts				
6th	Houghton Mifflin Reading Triumphs	27	16	
7th	California Literature McDougal Littell	28	23	
8th	California Literature McDougal Littell	18	17	
Mathematics				
6th	Core Connections CPM C1	22	16	
7th	Core Connections CPM C2	24	23	
8th	Core Connections CPM C3	20	17	
8th	Core Connections CPM Algebra	4		
History / Social Science and Science				
6th	California Vistas Ancient Civilization	24	16	
7th	World History Medieval and Early Modern Times	25	23	
8th	Creating America A History of U.S. McDougal Littell	17	17	
6th	McDougal Littell California Earth Science	28	16	
7th	McDougal Littell Life Science	25	23	
8th	McDougal Littell Physical Science	19	17	

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Occupational Therapist
Contract

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Prior to the 2009-2010 school year, our students who required Occupational Therapy (OT) were placed in special day classrooms in Cajon Valley. Because we now educate nearly all of our students at Dehesa and service their IEP Goals on site, we occasionally need to have a student assessed for OT, and do have students whose IEP Goals call for OT services. This is a legal requirement and having a contract with a qualified OT is important.

Report:

The District has had a contract with Purposeful Play since the 2009-10 school year, and this is a renewal of the existing contract.

Financial Impact:

The OT rate is \$95.00 per hour for services and \$300.00 for an OT assessment. The total financial impact is unknown but we currently have one student who needs weekly services and at least one student who needs an OT assessment. The OT services are funded through the special education funding and the amount of time varies depending on the number of students needing services.

Student Impact:

OT services help students be more successful in the classroom and also the OT provider provides the classroom teachers with professional development and training that helps the teacher know how to better meet the child's needs.

Recommendation:

It is recommended that the Governing Board approve the contract with the Occupational Therapist provider to ensure the District is in compliance with special education law and guidelines.

Agenda Item #: VII.C.2

INDEPENDENT CONTRACTOR AGREEMENT

This Independent Contractor Agreement (the "Agreement") is made and entered between Purposeful Play, Inc., an independent contractor hereafter referred to as "Contractor", and Dehesa School District, hereafter referred to as "School". In consideration of the covenants and conditions hereinafter set forth, School and Contractor agree as follows:

1. SERVICES

Contractor shall perform the following services for the School (the "Work") as the School deems warranted:

- a.) Individual or group Occupational therapy treatment to address IEP goals
- b.) Occupational therapy evaluation
- c.) Consultation with teachers/staff/parents, attending IEP meetings, presentations, preparation/ordering of requested materials, and preparation of IEP goals/objectives as requested by the School

2. REPORTING/PROGRESS REPORT

Contractor shall report to either Nancy Hauer or Janet Wilson periodically as deemed necessary by School via email or phone. Contractor shall provide a periodic progress reports aligned with students' report cards to the School on each pupil's progress in treatment. Evaluation reports shall be completed and given to School according to deadlines set with the IEP team. Consultation notes will also be kept to by the contractor for information shared between teachers, parents, or other staff at the School.

3. TERM

This Agreement shall commence on 8/27/15 and shall expire on 8/26/16 . Contractor agrees to perform services for the Work to School on or before the expiration of the term set forth above. The School may terminate the use of Contractor's services at any time without cause and without further obligation to Contractor except for payment due for services prior to date of such termination. Termination of this Agreement or termination of services shall not affect the provisions under Sections 5-11, hereof, which shall survive any termination.

4. PAYMENT

Contractor will be paid for Work performed under this Agreement as follows:

- a.) \$95/session for individual Occupational therapy (1/2 hour or one hour session)
- b.) \$50/pupil per session of group Occupational therapy (2 pupil minimum, one hour session)
- c.) \$315/Occupational therapy evaluation (includes all report writing, evaluation of pupil, initial consultation with teacher/parents)
- d.) \$95/hour for services describes in section (c) of SERVICES in contract. This will be billed in increments of 15 minutes (.25).

e.) Travel time to and from school site and within school site shall not be considered billable.

Contractor will submit an invoice for the Work on the last day of service on a quarterly basis or as requested by the School. Invoices shall be paid by the School within 15 business days of receipt.

5. CONFIDENTIALITY AND OWNERSHIP

(a) Contractor recognizes and acknowledges that the School possesses certain confidential information that constitutes a valuable, special, and unique asset. As used herein, the term "confidential information" includes all information and materials belonging to, used by, or in the possession of the School relating to its products, processes, services, technology, inventions, patents, ideas, contracts, financial information, developments, business strategies, pricing, current and prospective customers, marketing plans, and trade secrets of every kind and character, but shall not include (a) information that was already within the public domain at the time the information is acquired by Contractor, or (b) information that subsequently becomes public through no act or omission of the Contractor. Contractor agrees that all of the confidential information is and shall continue to be the exclusive property of the School, whether or not prepared in whole or in part by Contractor and whether or not disclosed to or entrusted to Contractor's custody. Contractor agrees that Contractor shall not, at any time following the execution of this Agreement, use or disclose in any manner any confidential information of the School.

(b) To the extent any inventions, technologies, reports, memoranda, studies, writings, articles, plans, designs, specifications, exhibits, software code, or other materials prepared by Contractor in the performance of services under this Agreement include material subject to copyright protection, such materials have been specially commissioned by the School and they shall be deemed "work for hire" as such term is defined under U.S. copyright law. To the extent any such materials do not qualify as "work for hire" under applicable law, and to the extent they include material subject to copyright, patent, trade secret, or other proprietary rights protection, Contractor hereby irrevocably and exclusively assigns to the School, its successors, and assigns, all right, title, and interest in and to all such materials. To the extent any of Contractor rights in the same, including without limitation any moral rights, are not subject to assignment hereunder, Contractor hereby irrevocably and unconditionally waives all enforcement of such rights. Contractor shall execute and deliver such instruments and take such other actions as may be required to carry out and confirm the assignments contemplated by this paragraph and the remainder of this Agreement. All documents, magnetically or optically encoded media, and other tangible materials created by Contractor as part of its services under this Agreement shall be owned by the School.

6. RETURN OF MATERIALS

Contractor agrees that upon termination of this Agreement, Contractor will return to the School all drawings, blueprints, notes, memoranda, specifications, designs, writings, software, devices, documents and any other material containing or disclosing any

confidential or proprietary information of the School. Contractor will not retain any such materials.

7. WARRANTIES

Contractor warrants that:

- (a) Contractor's agreement to perform the Work pursuant to this Agreement does not violate any agreement or obligation between Contractor and a third party; and
- (b) The Work as delivered to the School will not infringe any copyright, patent, trade secret, or other proprietary right held by any third party; and
- (c) The services provided by Contractor shall be performed in a professional manner, and shall be of a high grade, nature, and quality. The services shall be performed in a timely manner and shall meet deadlines agreed between Contractor and the School.

8. INDEMNITY

Contractor agrees to indemnify, defend, and hold the School and its successors, officers, directors, agents and employees harmless from any and all actions, causes of action, claims, demands, cost, liabilities, expenses and damages (including attorneys' fees) arising out of, or in connection with any breach of this Agreement by Contractor.

9. RELATIONSHIP OF PARTIES

Contractor is an independent contractor of the School. Nothing in this Agreement shall be construed as creating an employer-employee relationship, as a guarantee of future employment or engagement, or as a limitation upon the School's sole discretion to terminate this Agreement at any time without cause. Contractor further agrees to be responsible for all of Contractor's federal and state taxes, withholding, social security, insurance, and other benefits. Contractor shall provide the School with satisfactory proof of independent contractor status.

10. OTHER ACTIVITIES

Contractor is free to engage in other independent contracting activities, provided that Contractor does not engage in any such activities which are inconsistent with or in conflict with any provisions hereof, or that so occupy Contractor's attention as to interfere with the proper and efficient performance of Contractor's services thereunder. Contractor agrees not to induce or attempt to influence, directly or indirectly, any employee at the School to terminate his/her employment and work for Contractor or any other person.

11. MISCELLANEOUS

- (a) *Attorneys' Fees.* Should either party hereto, or any heir, personal representative, successor or assign of either party hereto, resort to legal proceedings in connection with this Agreement or Contractor's relationship with the School, the party or parties prevailing in such legal proceedings shall be entitled, in addition to such other relief as

may be granted, to recover its or their reasonable attorneys' fees and costs in such legal proceedings from the non-prevailing party or parties.

(b) *Governing Law.* This Agreement shall be governed by and construed in accordance with the laws of the State of California without regard to conflict of law principles.

(c) *Entire Agreement.* This Agreement, contains the entire agreement and understanding between the parties hereto and supersedes any prior or contemporaneous written or oral agreements, representations and warranties between them respecting the subject matter hereof.

(d) *Amendment.* This Agreement may be amended only by a writing signed by Contractor and by a duly authorized representative of the School.

(e) *Severability.* If any term, provision, covenant or condition of this Agreement, or the application thereof to any person, place or circumstance, shall be held to be invalid, unenforceable or void, the remainder of this Agreement and such term, provision, covenant or condition as applied to other persons, places and circumstances shall remain in full force and effect.

(f) *Construction.* The headings and captions of this Agreement are provided for convenience only and are intended to have no effect in construing or interpreting this Agreement. The language in all parts of this Agreement shall be in all cases construed according to its fair meaning and not strictly for or against either party.

(g) *Rights Cumulative.* The rights and remedies provided by this Agreement are cumulative, and the exercise of any right or remedy by either party hereto (or by its successor), whether pursuant to this Agreement, to any other agreement, or to law, shall not preclude or waive its right to exercise any or all other rights and remedies.

(h) *Nonwaiver.* No failure or neglect of either party hereto in any instance to exercise any right, power or privilege hereunder or under law shall constitute a waiver of any other right, power or privilege or of the same right, power or privilege in any other instance. All waivers by either party hereto must be contained in a written instrument signed by the party to be charged and, in the case of the School, by an officer of the School or other person duly authorized by the School.

(i) *Remedy for Breach.* The parties hereto agree that, in the event of breach or threatened breach of any covenants of Contractor, the damage or imminent damage to the value and the goodwill of the School's business shall be inestimable, and that therefore any remedy at law or in damages shall be inadequate. Accordingly, the parties hereto agree that the School shall be entitled to injunctive relief against Contractor in the event of any breach or threatened breach of any of such provisions by Contractor, in addition to any other relief (including damages) available to the School under this Agreement or under law.

(j) *Notices.* Any notice, request, consent or approval required or permitted to be given under this Agreement or pursuant to law shall be sufficient if in writing, and if and when sent by certified or registered mail, with postage prepaid, to Contractor's residence (as noted below), or to the School's principal office, as the case may be.

(k) *Assistance.* Contractor shall, during and after termination of services rendered, upon reasonable notice, furnish such information and proper assistance to the School as may reasonably be required by the School in connection with work performed by

Contractor; provided, however, that such assistance following termination shall be furnished at the same level of compensation as provided in Section 2.

(l) *Disputes.* Any controversy, claim or dispute arising out of or relating to this Agreement or the relationship, either during the existence of the relationship or afterwards, between the parties hereto, their assignees, their affiliates, their attorneys, or agents, shall be litigated solely in state or federal court. Each party (1) submits to the jurisdiction of such court, (2) waives the defense of an inconvenient forum, (3) agrees that valid consent to service may be made by mailing or delivery of such service to the Secretary of State (the "Agent") or to the party at the party's last known address, if personal service delivery can not be easily effected, and (4) authorizes and directs the Agent to accept such service in the event that personal service delivery can not easily be effected. EACH PARTY, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, HEREBY IRREVOCABLY WAIVES ALL RIGHT TO TRIAL BY JURY AS TO ANY ISSUE RELATING HERETO IN ANY ACTION, PROCEEDING, OR COUNTERCLAIM ARISING OUT OF OR RELATING TO THIS AGREEMENT OR ANY OTHER MATTER INVOLVING THE PARTIES HERETO.

School:

By: _____
[Signature]

Date: _____

Title:

Contractor:

By: Tad Bruneau, OTR/L
[Signature]

Date: 8/21/15

Name/Title: Tad Bruneau, OTR/L and Owner, Purposeful Play, Inc.

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg

Subject: Adopt resolution to elect informal
bidding procedures under the
California Uniform Construction
Cost Accounting Act

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The California Uniform Construction Cost Accounting Act authorizes districts to participate in an alternative method for receiving bids for public works projects that will be awarded by contract. Districts can elect to participate in CUPCCAA by formal adoption of the attached Board Resolution. Adoption of the attached resolution allows the District to utilize the informal bidding process for projects up to \$175,000.

Report:

Resolution attached

Financial Impact:

N/A

Student Impact:

NA – For Informational Purposes Only

Recommendation:

It is recommended that the Board adopt the attached resolution to elect information bidding procedures under the California Uniform Construction Cost Accounting Act

Agenda Item #:VII.C.3

Dehesa School District

Resolution No. 2015.9.2

RESOLUTION AUTHORIZING ELECTION UNDER)
PUBLIC CONTRACT CODE SECTION 22030)
AND INFORMAL BIDDING PROCEDURES)
UNDER THE CALIFORNIA UNIFORM PUBLIC)
CONSTRUCTION COST ACCOUNTING PROCEDURES)

ON MOTION OF Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, Public Contract Code Section 22000 et seq., the Uniform Public Construction Cost Accounting Act, establishes a uniform cost accounting standard; and

WHEREAS, the Dehesa School District desires to elect and become subject to Uniform Public Construction Cost Accounting Procedures for the purpose of awarding public project contracts as appropriate under these procedures; and

WHEREAS, instructions for adoption and implementation of the Uniform Public Construction Cost Accounting Procedures by local agencies require that an informal bidding policy shall be enacted pursuant to Public Contract Code Section 22034; and

WHEREAS, the informal bidding policy shall define that public projects, as defined by the Act and in accordance with the limits listed in Section 22032 of the Public Contract Code, may be let to contract by informal procedures as set forth in Section 22032, et seq., of the Public Contract Code; and

WHEREAS, a list of contractors shall be developed and maintained in accordance with the provisions of Section 22034 of the Public Contract Code and criteria promulgated from time to time by the California Uniform Public Construction Cost Accounting Commission; and

WHEREAS, where a public project is to be performed which is subject to the provisions of the informal bidding ordinance, a notice inviting informal bids shall be mailed, faxed, or emailed to all contractors for the category of work to be bid, and to all construction trade journals as specified by the California Uniform Public Construction Cost Accounting Commission in accordance with Section 22036 of the Public Contract Code. Additional contractors and/or construction trade journals may be notified at the discretion of the Dehesa School District, provided however: (1) If there is no list of registered contractors maintained by the District for the particular category of work to be performed, the notice inviting bids shall be sent only to the construction trade journals specified by the Commission and (2) If the product or service is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors; and

WHEREAS, the Dehesa School District finds that utilizing the informal bidding procedures outlined by the Uniform Public Construction Cost Accounting Act will satisfy the adoption and implementation requirements as required by the California Uniform Public Construction Cost Accounting Commission; and

NOW THEREFORE BE IT RESOLVED, ORDERED, AND DECLARED that this Board finds that utilizing the informal bidding procedures outlined by the Uniform Public Construction Cost Accounting Act will satisfy the adoption and implementation requirements as required by the California Uniform Public Construction Cost Accounting Commission; and

BE IT FURTHER RESOLVED, ORDERED, AND DECLARED that the Governing Board of the Dehesa School District hereby elects under Public Contract Code Section 22030 to become subject to the uniform public construction cost accounting procedures set forth in the Act and to the Commission's policies and procedures manual with respect to the informal bidding procedures.

PASSED AND ADOPTED by the Governing Board of the Dehesa School District at El Cajon, California, on this 16th day of September, 2015, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, _____, Clerk of the Governing Board of the Dehesa School District of El Cajon, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at the meeting thereof at the time and place of vote stated, which resolution is on file and of record in the office of said Board.

Date

Clerk

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: School Psychologist
Consultant Agreement

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Prior to the 2009-2010 school year, the School Psychologist services for the Dehesa School District were provided through the San Diego County Office of Education. Due to budget cuts, the San Diego County Office of Education is no longer able to provide this service for our district.

Report:

Mrs. Schneiderman has a very extensive background in Special Education. She has been working as our school psychologist this past year and we would like to extend her contract for another year. She is currently a part time school psychologist for the Cajon Valley School District and has been the psychologist for Avocado School and is currently at Lexington Avenue School two days per week. She is a highly respected professional, is very thorough in her assessments and has agreed to serve as the Psychologist Consultant for our district.

Financial Impact:

It is imperative that we have a School Psychologist available to assess for learning disabilities, to conduct initial and triennial assessments, and as a consultant in crisis situations.

Recommendation:

Administration recommends that the Board take action to approve the School Psychologist Consultant Agreement between Belinda Schneiderman and the Dehesa School District.

Agenda Item #:VII.C.4

**CONSULTANCY AGREEMENT
BETWEEN THE
DEHESA SCHOOL DISTRICT
AND
BELINDA SCHNEIDERMAN,
SCHOOL PSYCHOLOGIST**

Mrs. Schneiderman has a very extensive background in Special Education. She is currently a part time school psychologist for the Cajon Valley School District and has been the psychologist for Avocado School and is currently at Lexington Avenue School two days per week. She has also been our school psychologist for the 2013-2014 school year and has done a tremendous job. She is a highly respected professional, is very thorough in her assessments and has agreed to serve as the Psychologist Consultant for our District.

The School Psychologist Consultant will:

- Prepare assessment plan and obtain parent permission for evaluation(s).
- Communicate with child's teacher(s) and related service providers to gain a perspective on how the child is performing in school.
- Observe the student in the educational setting (if appropriate)
- Write an evaluation report, including all legally required components and have it ready at prior to the IEP meeting.
- Ensure assessments are completed within the mandated time line.
- Participate in the IEP meeting in person to discuss evaluation results.
- Release test protocols, notes, etc. to the school district representative.
- Serve as a consultant to staff as needed.

The hourly rate of pay will be \$60.00 per hour.

Mrs. Schneiderman will provide services on an as needed basis by the District.

The terms of this agreement will be effective September 18, 2015 through June 30, 2016.

Nancy Hauer, Superintendent

Belinda Schneiderman

9/18/2015

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg

Subject: Addendum to Food
Service Agreement

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The Dehesa School District has had a long-standing agreement with the Alpine School District whereby Alpine provides school lunches on a daily basis as required by Dehesa.

Report:

The attached addendum to the Food Service Agreement with Alpine Union School District reflects a slight increase in the cost of student lunches. The attached addendum is the first amendment to the original contract approved by both school districts in fiscal year 2012-13.

Financial Impact:

The cost of student lunches for the 2015-16 school year is \$1.70. This represents an increase of \$0.05 per student lunch.

Student Impact:

Renewing the Food Services Agreement with Alpine will ensure the District's ability to provide healthy, nutritional lunches to students at a reasonable and manageable cost.

Recommendation:

It is recommended that the Board approve the attached Food Service Agreement with the Alpine School District.

Agenda Item #:VII.C.5

AMENDMENT TO FOOD SERVICES AGREEMENT BETWEEN
THE ALPINE UNION SCHOOL DISTRICT AND
DEHESA SCHOOL DISTRICT

This Addendum is to the Agreement entered into on August 30, 2012, between the Alpine Union School District and the Dehesa School District and is hereby mutually agreed as follows:

Section 11 of Agreement shall be amended to read:

11. Alpine and Dehesa agree that the price for lunches shall be \$1.70 each during the 2015-16 school year. The individual lunch prices may increase in future years only if Alpine student lunch prices increase, but they may not increase at a greater percentage than the average Alpine lunch price increases with a maximum increase of \$.05 per lunch in any one year.

ALPINE UNION SCHOOL DISTRICT

DEHESA SCHOOL DISTRICT

BY:

[Signature]

BY:

Title

Business Manager

Title

Date

9/10/15

Date

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Personnel
Recommendations

Meeting Date: September 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

The Governing Board is requested to approve/ratify the following personnel recommendations:

Personnel:

Classified:

1. To accept the resignation of a Student Care Assistant effective August 24, 2015.
2. To accept the resignation of a special education instructional aide, effective August 25th 2015.
3. To hire a special education aide 3.75 hours per day effective August 25, 2015
4. To hire a special education aide 6 hours per day effective September 7, 2015

Agenda Item #:VII.F.a-d