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DEHESA SCHOOL DISTRICT
Regular Governing
Board Meeting

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AGENDA

April 12, 2016

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 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, 2010 and 2014. Her current term expires in 2018.

Karl Becker -

Mr. Becker was elected to the board in 2010 and reelected in 2014. His current 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 - School Office

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

APRIL 12, 2016

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.

Board of Education agendas and minutes are, by law, public documents. Please note the Dehesa School District posts Board agendas and minutes on the school website; www.dehesasd.net.

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). Case No. 37-2015-00030843-CU-WM-CTL

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 Nicole Suetos, 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 – March 14, 2016
- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops - None
- D. It is recommended that the Board of Trustees approve the renewal of the District Interdistrict Transfer Agreement for 2016-2021 with Mountain Empire School District, the Santee School District and Cajon Valley School District.

3

VI. Information & Proposals (Action may be taken)

A. Correspondence:

1. Invitation for Superintendent and Board members to attend the Innovation in Education Awards on May 25, 2016 from Classroom of the Future Foundation.
2. Letter from CSEA re Policy 610 re negotiations and/or agreements.

3. Letter from Poway Unified School District re the assessment fee by SELA for the 2016-17 school year.
4. Thank you letter from Veterans of Foreign Wars.

B. Report, Information, and Presentations

1. Budget Report
2. State School Building Report
3. Site Administrator Report
4. SARC for 2014-15 School Year
5. Enrollment
6. Summer Work Report

C. Discussion

VII. Action Items

A. Public Hearings – None

B. Old Business – None

C. New Business

1. The Board will consider the Memorandum of Agreement with SEIS/SIS Integration.
2. The Board will consider the Memorandum of Understanding with Point Loma Nazarene University.

D. Negotiations - None

E. Board Policies

1. None

F. Personnel –

1. The Board will consider the resignation of a Special Educational Instructional assistant effective March 13, 2016.
2. The Board will consider the Superintendent's recommendation to hire a Special Educational Assistant effective March 14, 2016.

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting – Tuesday, May 10, 2016 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 – May 10, 2016 at 6:30p.m. Closed Session/7:00p.m. Open Session

IX. Adjournment

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

March 14, 2016

Minutes

- I. **Call To Order:** President Cindy White called the meeting to order at 6:30 and the Board convened into Closed session.
- II. **Closed Session**
- III. **Public Meeting:** The Board reconvened at 7:15 pm and President White called the meeting to order and stated no action was taken in closed session. A quorum was established with members being present: Cindy White, Derek Voth, Karl Becker and Christina Becker. Jeff Royal was absent. Rae Ann Fields from the audience, led all in the Pledge of Allegiance. Derek Voth made a motion to approve the agenda, seconded by Karl Becker. Board approved the agenda as follows:
Ayes: Cindy White, Derek Voth, Karl Becker, Christina Becker
Nays: None
Absent: Jeff Royal
Abstain: None
- IV. **Requests to Address the Board**
 - A.1 Parents Club: Superintendent and Principal shared that they are having one more fundraiser, called Mixed Bags and they are working on a location for the Fun Run.
 - A.2. Dehesa Teachers Association – Nicole Suetos, 5th grade teacher, re-introduced herself to the Board and explained that she had taken over the position of President of the DTA. Kelly Pallitto stepped down and Jennifer Griggs is still the co-president. Ms Suetos is looking forward to working with the Board and has been helping Principal Ripke with a possible calendar for next year.
 - A.3. CSEA – no update
 - A. 4 Element Education –
 - A.5 Diego Hills - They started a Saturday school on 2/27/16 that allows students one more day to turn in work, especially seniors making the final credit push. They held their first Annual Student Awards Night with over 250 students and parents attending. Each teacher nominated two students for a perseverance award.
 - A.6 The Heights Charter – Enrollment is at 211. Their 6th graders went to Science Camp for 4 days in February. Had a marvelous time and did a variety of science and outside activities. K-3 is in the middle of producing plays and Grades 4-8 will be performing in the drama "Clue" in April.

A.7 Inspire Charter School – Enrollment at 1,235. They had WASC initial visit for Inspire Charter School –South. It was a great success and great opportunity for the staff and students to shine.

A.8 Method School – Enrollment at 137. They are preparing for state testing and students are working on physics projects and will be presenting a final project in May.

A.9 Mosaica Charter – no update

A.10 Citizen Input – Rae Ann Fields, a community member spoke to the Board regarding several concerns she has: One is the Dehesa Song; she shared the history of same and requested that it be brought back into the schools and sung at assemblies. Principal Ripke shared that they have been projecting it on the screen and singing it at assemblies. Another concern was the Dehesa Sign that was built by several students many years ago, she would like it painted and preserved. Business Manager promised to look into this. She also asked if and when the Grand Opening for the new building would take place. Ms. Fields also shared that the Community Council Board would like one more bus stop added. Superintendent will have our transportation director contact her. Ms. Fields expressed her thanks for all the support, time and effort the school Board has given to ensure our school is the best it can be.

B. Board Input: Board members discussed the possible Grand Opening Date of April 9th. Questions arose concerning the date the new furniture would come in. Board does not want to delay the opening much longer. Tentative decision to schedule it for Saturday, April 9th at 10am. Invitations to be sent out. Input from Trustee Becker concerning the items that need to be considered for summer maintenance. The deferred maintenance plan will be put on next month's agenda. The Board was updated on the break-in that had occurred the previous week into one of our portable classrooms. No damage or property stolen.

V. Routine Action Items: Karl Becker made a motion to approve the routine action items, seconded by Karl Becker. Superintendent Hauer reviewed the conference and workshops with the Board. Vote as follows:

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

Nays: None

Absent: Jeff Royal

Abstain: None

VI. A. Correspondence: Superintendent reviewed the correspondence.

B.1 Budget Report: Business Manager said she would review it at the same time she presented the second interim report.

B.2 State School Building Report: Superintendent Hauer shared that things are going well and everything held up fairly well in the last rain. The rain gutters have been installed and West Coast Air will be cleaning up all the dirt that spilled over from the storm. The berm will be extended with wood chips and a retaining wall behind the classrooms may not be needed. Question from Board regarding the possible responsibility of SDG&E. She shared that they had sent someone out to investigate and were waiting to hear back. West Coast Air has advised us to file our Notice of Completion. Business Manager Lori Wigg said she would first like to get clarification on filing when change orders are pending.

B.3 Site Administrator Report: Principal Ripke shared that Parents' Club is starting a fund raiser next week. It was Dr. Seuss week recently and there was a door decorating contest and assembly. Report cards go out this Friday and Wednesday is a minimum day with 50 dress up theme. Today was pi day so teachers celebrated in a variety of ways. Open House will be on April 14, 2016 and staff have decided to have an Earth Day theme. She is working with staff on the school calendar. The first enrichment session has gone very well and a second one will be starting after spring break. Shout out to Jholei Evans, Lauren Kjono and Nicole Suetos who did a great job with the first classes. She shared that Lauren Kjono and Jholei Evan were present to share testing results of their kindergarten and first grade classes. Both teachers gave presentations to the Board on the significant growth their grade levels had experienced across the board in all subjects, both classes were at least 75 percent proficient in their subjects and they had identified needs of the students still struggling so they could address them.

B.4 Enrollment – Remaining fairly constant.

C. Discussion - None

VII. Action Items

A. Public Hearings: None

B. Old Business: None

C. New Business

- 1. Second Interim Budget Report:** Derek Voth made a motion to consider the report and it was seconded by Karl Becker. Business Manager Lori Wigg shared results of the second interim report, answered questions from the Board and said we qualified for a positive certification. Vote as follows:

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

Nays: None

Absent: Jeff Royal

Abstain: None

- 2 Amended Board Date Calendar:** Derek Voth made a motion to consider the Amended Board Date Calendar, seconded by Karl Becker. Discussion followed with motion amended to include moving the July 12 date to July 19th. Vote as follows:

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

Nays: None

Absent: Jeff Royal

Abstain: None

- 3 Resolution 2016.3.1:** Derek Voth made a motion to consider the resolution for the discontinuance and reduction of Classified Employee Services and it was seconded by Karl Becker. Vote as follows:

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

Nays: None

Absent: Jeff Royal

Abstain: None

D. Negotiations: None

E. Board Policies: None

F. Personnel: None

VIII. Advanced Planning:

- A. Next regular Board meeting is set for Tuesday, April 12, 2016. Closed session will be at 6:30p.m. with open session at 7:00 pm.
- B. Agenda Items – per request of Board members.
- C. Future Meeting Dates: May 10, 2016.

IX. Adjournment: Meeting was adjourned at 8:25 pm. The Board went back into closed session and reconvened at 8:50. Board president reported no action was taken at closed session. Adjourned at 8:55 pm.

Respectfully submitted by:

Approved by:

Sheila Cochran
Administrative Secretary

Christina Becker
Clerk of the Board

Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

General Fund Restricted Accounts

Special Education

	Date	Amount	
Audiometrics			
ABA education Foundation (Bridges)	3/10/16	\$300.00	Student Supervision Services
Center for Education & Employment Law Hatch			
Lemon Grove			
LRP Publications			
Nancy Hauer			
Pearson			
Purposeful Play, Inc.			
Pro-Ed			
San Diego County Speech Pathology	3/8/2016	\$2,580.00	Contracted Speech Services-Jan
	3/18/2016	\$3,035.00	Contracted Speech Services-Feb
Southwest School & Office Supply			
Vista Hill			
WPS Publish			

General Fund Other Restricted/Unrestricted Accounts

Transportation

A-Z Bus Sales			
Cajon Valley Union School District			
Creative Bus Sales	3/7/16	\$130.20	Bus Parts/Repairs
Decker Equipment			
Jaybright Co.			
Tire Centers			
ThemCBurnieDesignCo			
Minda Lawrence			
Yale-Chase			

General Fund Other

A-1 Live Scan	3/16/16	\$38.00	Live Scan & Background Check
Aardvark Pest Control, Inc.			
ACCO Brands USA			
ACP Direct			
A-Discount Vacuum			
ASSOC.			
ASCD			
Alice Training Institute LLC			
Alliance			
Alltech			
Amazon			
Anita Fire Hose Company			
Apple, Inc.			

Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

APS Laminating Supplies			
Assn of CA School Administrators			
Assn for Supervision & Curriculum Development			
AT&T			
Atkinson, Andelson, Loya, Ruud & Romo	3/17/16	\$152.25	Legal Fees
Avaya			
Award Emblem Mfg Co			
Barnes & Noble			
Becker, Christina			
Bio Corporation			
Boost Prom			
Blackboard Connect			
Brown Industries			
California State Board of Equalization			
California School Boards Association			
California Schools VEBA	3/1/16	\$2,337.75	Retiree Health/Vision Benefits-March
	3/21/16	\$1,674.84	Retiree Health/Vision Benefits-April
California Dept. of Justice	3/10/16	\$147.00	Fingerprinting Services
Careertrac			
Cimi Fox Landing	3/10/16	\$9,410.00	6th Grade Camp
Cintas Corporation			
College Preparatory Mathematics			
Copy Link			
County Proflame			
County of San Diego			
Cottonwood			
CPM			
Dominick Averka	3/10/16	\$75.00	Reimbursement-
David Best			
Data Management			
Decker Equipment			
Dehart Backflow			
Dell Awards			
Dell Marketing LLP			
Demco			
Dunn Edwards Paints			
East County Californian			
Emergency Medical Products, Inc			
Educational Data Systems			
Eric Schneider			
ESGI			
Extended School Services	3/7/16	\$290.00	Homeless Student After School Care 2/8-3/4
	3/16/16	\$451.00	Reimb of Lost Revenues due to flood closures
	3/18/16	\$190.00	Homeless Student After School Care 3/7-3/18
Everything Medical			
Federal Publishing Limited			
FedEx			
Firewatch			
Flaghouse, Inc.			
Flinn Scientific	3/18/16	\$39.29	Instructional Supplies

Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

Follett			
Foundation For Education			
Grainger			
Gopher Sport	3/10/16	\$436.00	Instructional Supplies
Guided Discoveries, Inc			
Heather Alex			
Heidi A.			
Heart Rate Monitors USA			
Hewlett-Packard Co.			
Home Depot	3/10/16	\$1,018.85	Custodial/Maintenance Supplies
	3/17/16	\$268.98	
Houghton-Mifflin Harcourt			
HR Direct	3/17/16	\$75.59	Instructional Supplies
Industrial Chem Labs			
Jackie Finch			
J&C Books			
Jholei Evans			
Jolene Guzman			
Jones School Supply Co.			
Jostens			
Julie Wiley			
Jurman's			
Kathleen Daniels			
Kelly Pallito			
K/P Educational Service Prod.			
Lakeshore			
Lauren Kjono			
Learning Upgrade			
Lemon Grove			
Lynn's Locksmith Service			
Mason's			
McGraw Hill			
Meagan Davis			
Message Logix, Inc.			
MobyMax			
MRC Smart Technologies			
Mynor Pinillos			
Nicole Suetos			
Nancy Hauer			
Nexus			
Newegg, Inc			
NvLS			
NWEA			
Office Depot			
On Que Tec			
Otay Water District	3/17/16	\$349.74	Monthly Service Feb
Oriental Trading Company, Inc			
P&R Paper			
PAC Heating & Air			
Pacific Refrigeration			

Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

Palo Sports			
PC Mall Gov			
Pearson	3/17/16	\$68.16	Instructional Supplies
Petty Cash			
Positive Promotions			
Precision			
Read Naturally, Inc.			
Really Good Stuff			
Renaissance Learning			
Revolving Fund			
RL Bates, DBA AI-Max			
Roy Wheeler Auto Services			
Roadone			
San Diego County Office of Education	3/9/16	\$75.00	Conference/Training Fees
San Diego FBC	3/1/16	\$657.80	Retiree Dental Premiums-April/May
San Diego County Vector			
San Diego County School Boards Asso.			
San Joaquin County Office of Education			
Scholastic Book Club			
Scholastic School Supplies			
School Services of Ca.			
Stoneware Inc.			
School Outfitters			
School Specialty	3/17/16	\$126.75	Instructional Supplies
	3/10/16	\$141.83	
Science Olympiad			
SDG & E	3/17/16	2,567.04	Monthly Service- Feb
Sheila Cochran	3/18/2016	36.72	Reimb- Supplies
Sheila Cochran			
Skillpath Seminars			
Small School District Association			
SoftChoice			
Southern California Assoc Science Proff.			
SouthWest Airlines	3/16/16	\$485.00	Supt. Travel/Conference Expenses
Southwest School & Office Supply			
Standard Stationary Supply			
State Water Resource Control Board			
Stutz, Artiano, Shinoff, Holtz			
Sycuan Resort	3/3/16	\$1,300.00	PE/Golf-Jan & Feb
Tamara Ripke			
Teachers Discovery	3/18/16	\$106.24	Instructional Supplies
Terminix			
Time & Alarm Systems			
Time for Kids			
Tidmore Flags			
Tire Center			
Waste Management	3/3/16	\$213.81	Monthly Service-Feb
Waxie	3/16/16	\$133.96	Custodial Supplies
Wilkinson Hadley King & Co. LLP			
Witt Company			

Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

Xerox	3/10/2016	\$714.60	Copier Monthly Invoice
		\$331.52	Copier Monthly Invoice
<u>Charter School Funding</u>			
Community Montessori	3/10/2016	\$6,168.89	In-Lieu taxes (net of oversight)
Community Montessori			Special Education Reimbursement
Community Montessori			SPED Q2
Dehesa Charter School	3/10/2016	\$9,031.84	In-Lieu Taxes (net of oversight)
Dehesa Charter School			Special Education Reimbursement
Dehesa Charter School			SPED Q2
Diego Hills Charter School			
The Heights Charter School			
The Heights Charter School			
Methods Charter School			
Mosaica Charter School			
Girard & Edwards	3/10/16	\$1,820.00	Legal Fees

ESS - Student Care Fund

AT & T	3/9/16	\$44.45	
Petty Cash	3/17/16	\$133.41	Reimbursement-Postage & Misc. Supplies
Revolving Fund	3/21/16	\$2,582.77	Revolving Fund Reimb- Jan & Feb
Southwest School & Office Supply			
Stringfield, Ry			
Sysco	3/7/2016	247.91	ESS Snacks

Cafeteria Fund

Alpine Union School District	3/10/16	\$485.94	Contract School Lunches
Autumnne Sherman			
Ecolab Equipment Care			
County of San Diego			
Francos Pizza			
Hollandia Dairy	3/3/16	\$1,316.62	Cafeteria Milk
	3/7/16	\$440.77	Cafeteria Milk
	3/16/16	\$225.72	Cafeteria Milk
Little Caesars Pizza			
San Jose State University			
PUSD			
SDG&E			
Sysco			

Deferred Maintenance Fund

Awning Products Unlimited			
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Dehesa School District
COMMERCIAL WARRANT LISTINGS

March 2016

DFS Flooring			
GEM Industrial Inc.			
Janus Corporation			
PAC Heating and Air Conditioning			
Pacifica Glass Co			
San Diego Door			
South Bay Fence Co			
Western Environmental & Safety Tech	3/17/2016	\$1,290.00	Asbestos Report

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

This agreement made and entered into this 12th day of April, 2016 by and between the DEHESA School District of San Diego County and the SANTEE School District of SAN DIEGO County is effective only for the school year(s) 2016 through 2018 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

1. Each of the districts will accept, insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance in at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
4. Final payment, if any, to be made to the district of attendance no later than August 31, after the close of the fiscal year.

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated below and authorized their representatives to sign it in their behalf.

DEHESA School District

As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

- Discipline Attendance Academics

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. PRINCIPAL
2. BUSINESS MANAGER
3. SUPERINTENDENT

The application deadline of January 1 has been waived Yes No

Signature _____

Title _____

Approved by the Governing Board on:

Date _____

District schools/programs known to be impacted at the time of this agreement:

SPECIAL ED

SANTEE School District

As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

- Discipline Attendance Academics

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. _____
2. _____
3. _____

The application deadline of January 1 has been waived Yes No

Signature _____

Title _____

Approved by the Governing Board on:

Date _____

District schools/programs known to be impacted at the time of this agreement:

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

This agreement made and entered into this 12 day of April, 2016 by and between the DEHESA School District of San Diego County and the CAJON VALLEY UNION School District of SAN DIEGO County is effective only for the school year(s) 2016 through 2018 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

1. Each of the districts will accept, insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance in at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81- 874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
4. Final payment, if any, to be made to the district of attendance no later than August 31, after the close of the fiscal year.

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated below and authorized their representatives to sign it in their behalf.

_____ School District

As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

- Discipline Attendance Academics

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. PRINCIPAL
2. BUSINESS MANAGER
3. SUPERINTENDENT

The application deadline of January 1 has been waived Yes No

Signature _____

Title _____

Approved by the Governing Board on:

Date April 12, 2016

District schools/programs known to be impacted at the time of this agreement:

SPECIAL ED

_____ School District

As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

- Discipline Attendance Academics

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. _____
2. _____
3. _____

The application deadline of January 1 has been waived Yes No

Signature _____

Title _____

Approved by the Governing Board on:

Date _____

District schools/programs known to be impacted at the time of this agreement:

The canary copy of this agreement should be filed with the County Office **ONLY** if tuition is to be paid by a San Diego County school district to the district of attendance.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

This agreement made and entered into this 8th day of March, 20 16 by and between the Mtn. Empire Unified School District of San Diego County and the Dehesa School District of San Diego County is effective only for the school year(s) 20 16 through 20 21 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

1. Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendant or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
4. Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

CONDITIONS

1. As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows: <input type="checkbox"/> Discipline <input type="checkbox"/> Attendance <input type="checkbox"/> Academics
---	---
2. Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district.
 - Other, specify _____

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. Superintendent
2. _____
3. _____

The application deadline of January 1 has been waived Yes No

Signature Kathleen H. Manger
 Title Superintendent

Approved by the Governing Board on:
 Date March 8, 2016

District schools/programs known to be impacted at the time of this agreement:

DISTRICT APPEAL PROCESS AS FOLLOWS:

1. _____
2. _____
3. _____

The application deadline of January 1 has been waived Yes No

SIGNATURES
 Signature _____
 Title _____

Approved by the Governing Board on:
 Date _____

District schools/programs known to be impacted at the time of this agreement:

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

Mountain Empire Unified School District

_____ School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.



Advisory Board

Richard J. Beach, Ph.D.
Linden S. Blue
Bruce Braciszewski, Ph.D.
Malin Burnham
Tom Dillon
Bill Geppert
Linda Lang
Mac McLaughlin
Carol Pugmire
Drew Schlosberg
Larry Smarr
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Dan Sullivan
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Everett Digital Solutions
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Coronado Unified School District
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Gutschow Family Foundation
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Ritz Sherman
Apple, Inc.
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Intel, Americas
Julie Wenzel
Sony Electronics, Inc.
Brad Williams
Petco
Caroline Winn
SDG&E

James Wright
Classroom of the Future
Foundation

March 15, 2016

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

Dear Nancy,

On behalf of the Classroom of the Future Foundation's (CFF) Board of Directors, I would like to invite you to attend the 13th annual Innovation in Education Awards on May 25, 2016 at the University of San Diego. CFF is pleased to offer you and your district leadership team eight complimentary tickets to attend the VIP reception and program in Shiley Theater.

The Innovation in Education Awards highlights champions of educational innovation in the community, as well as exceptional students pursuing careers in STEM education. This event will bring together more than 500 educators and business leaders to honor classrooms and individuals making a difference in education. Selected classrooms for our Inspire, Innovate, and Achieve awards will be recognized and will receive a grant for their school of \$5,000. The Impact award winner, or best in show, will receive a \$10,000 grant. In addition, video profiles of each award recipient will be developed and premiered at this event.

The evening will consist of an extended VIP reception in Shiley Courtyard, an awards ceremony in beautiful Shiley Theater, and an optional coffee and dessert reception following the program. The event begins at 4:30pm, and concludes at 8:00pm.

Please expect your complimentary tickets with a formal invitation by mail in early April. Space is limited and reservations are necessary. After you receive your tickets, please email the names of your attendees to Jane Schlosberg, Programs Coordinator, at jane@classroomofthefuture.org, by May 6, 2016.

Please do not hesitate to reach out to me directly at (858) 292-3685, or by email at james@classroomofthefuture.org if you have any questions.

Thank you for all that you do to advance innovation in education. I look forward to seeing you in May!

Sincerely,


James Wright
Chief Executive Officer

The Classroom of the Future Foundation is a tax-exempt, public benefit corporation; Federal Tax ID number is 33-0765068.

Joe Rindone Regional Technology Center
San Diego County Office of Education • 6401 Linda Vista Road, Room 207 • San Diego, California 92111-7399
858.292.3685 • 858.467.1549 Fax
www.classroomofthefuture.org

inspire.innovate.achieve



California
School
Employees
Association

2045 Lundy Avenue
San Jose, CA 95131

(408) 473-1000
(800) 632-2128

Executive
FAX (408) 321-8227

General
FAX (408) 954-0948

www.csea.com

Ben Valdepeña
Association President

Dave Low
Executive Director

Member of the AFL-CIO

The nation's largest
independent classified
employee association



March 25, 2016

Nancy Hauer, Superintendent
Dehesa Elementary
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Re: CSEA Policy 610 Notice

Dear Superintendent Hauer:

This letter is notice by the California School Employees Association (CSEA) to the Dehesa Elementary (District) to insure the District is fully aware of CSEA Policy 610 [copy provided upon request] and the impact of Policy 610 on negotiations and/or agreements reached with CSEA chapters.

Specifically, Policy 610 provides explicit CSEA collective bargaining requirements for CSEA chapters to negotiate contracts, MOUs, side letters of agreement, etc. with school employers.

Policy 610 provisions require all chapters to submit a copy of any and all contract tentative agreements, MOUs, side letters of agreement, etc. to the CSEA labor relations representative and the CSEA field director for review **before** the chapter is allowed to conduct a ratification meeting of any and all tentative agreements, MOUs, side letters of agreement, etc.

Further, Policy 610 requires all CSEA chapters to present all contract tentative agreements, MOUs, side letters of agreement, etc. for ratification by the CSEA chapter membership **before** any contract tentative agreements, MOUs, side letters of agreement, etc. can be implemented and/or binding on CSEA.

Neither CSEA chapter officers nor CSEA field staff members have the authority to reach an agreement with the District and/or bind CSEA to any agreement without complying with Policy 610.

Policy 610 requires a CSEA field director to review all tentative agreements, MOUs, side letters of agreement, etc. for compliance with applicable laws, CSEA's Constitution and Bylaws, and/or CSEA Policies **before** the tentative agreement, MOU, side letter of agreement, etc. can be ratified by the membership.

CSEA Policy 610 Notice
March 25, 2016
Page 2

If a tentative agreement, MOUs, side letters of agreement, etc. violates an applicable law, CSEA's Constitution and Bylaws, and/or CSEA Policies the CSEA field director has the authority to deny the CSEA chapter the right to ratify an illegal and/or prohibited tentative agreement, MOU, side letter of agreement.

Additionally, the CSEA field director has the right, under certain circumstances, to recommend an agreement be rejected by the CSEA membership including the right to have a CSEA representative present at the CSEA chapter's ratification meeting to outline the reasons the tentative agreement, MOU, side letter of agreement, etc. should **not** be ratified.

Policy 610 has been established to insure that CSEA bargaining unit member's rights, as well as the exclusive representative rights of CSEA are safeguarded and protected. It should be noted, the Public Employment Relations Board (PERB) has upheld that Policy 610 supersedes a local chapter's ability to enter into a tentative agreement, MOUs, side letters of agreement, etc. and CSEA's right to enforce Policy 610.

Please let me know if there are any questions or concerns regarding CSEA Policy 610.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Leticia Munguia, Field Director
San Diego Field Office

BOARD OF EDUCATION
Kimberley Beatty
Michelle O'Connor Ratcliff
Andrew Patapow
Charles Sellers
T. J. Zane



LEARNING SUPPORT SERVICES

Melavel Robertson, Ed.D.
Associate Superintendent
mrobertson@powayusd.com

SUPERINTENDENT OF SCHOOLS
John P. Collins, Ed.D.

POWAY UNIFIED SCHOOL DISTRICT

(858) 521-2733
FAX: (858) 485-1322

March 14, 2016

Dear Special Education Legal Alliance Member District,

Since 2005, the Special Education Legal Alliance (SELA) has been supporting school districts in legal disputes that have implications for all school districts. Additionally, the SELA has supported various training opportunities for districts in the area of special education.

The SELA Executive Committee met on February 26, 2016 and voted to assess half of the typical assessment at \$0.25 per ADA for the 2016-17 school year. Please budget accordingly for this expense. Per the JPA agreement, SDCOE will take the \$0.25 per P2 ADA from 2015-16 via Auditor's Transfer by August 15, 2016.

If you have any questions, please contact Heather DiFede, East County SELPA Director serving as the contact for the Special Education Legal Alliance. She can be reached at hdifede@sdcoe.net or 619-590-3920.

Sincerely,

Mel Robertson, Ed.D.
Chair, SELA Executive Committee
Poway Unified School District

C: Lora Duzyk, SDCOE
Heather DiFede

UNWAVERING SUPPORT



FOR UNCOMMON HEROES

VETERANS OF FOREIGN WARS AUXILIARY

NATIONAL HEADQUARTERS

THANK YOU FOR SUPPORTING OUR VETERANS!

Dear 5th Grade Class 2015-16:

On behalf of the nearly 465,000 members of the Veterans of Foreign Wars of the United States Auxiliary, I want to thank you for your efforts to support our veterans and their families.

As our military service men and women return from fighting terrorism around the world, it is important for them to know that America has not forgotten them or their families. Thank you for the comfort you have brought our soldiers through your support.

The youth of our country and the members of the VFW Auxiliary continue to recognize *Our Veterans—Now and Forever*.

In recent overseas conflicts, as in all wars, many have made the ultimate sacrifice fighting to bring peace and freedom to foreign lands. We ask you to remember their sacrifices and to help us ensure that all Americans understand the precious cost of freedom.

Thank you and God Bless America!

Sincerely,

Francisca Guilford
National President

UNWAVERING SUPPORT FOR UNCOMMON HEROES™

Our Veterans - New and Forever



UNWAVERING SUPPORT



FOR UNCOMMON HEROES

Veterans of Foreign Wars
of the United States
Auxiliary

Youth Activities Award

Presented to

**5TH GRADE CLASS 2015-16
DEHESA ELEMENTARY SCHOOL**

*In recognition of your Youth Group
Supporting Our Veterans
2015-2016*

A handwritten signature in black ink, likely belonging to the National President.

National President

A handwritten signature in black ink, likely belonging to the National Secretary.

National Secretary

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg
Business Manager

Subject: Monthly Budget Update

Meeting Date: April 12, 2016

- 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 are the fund balances (cash in County Treasury) and the construction expenditure reports for the Bond and Developer Fee Funds.

Financial Impact:

N/A-Form Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:VI.B.1

Dehesa School District

Cash Balances

(Cash in County Treasury as of March 31, 2016)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$899,065
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND	\$128,128
12-06	CHILD DEVELOPMENT FUND	\$7,741
13-00	CAFETERIA SPECIAL REVENUE FUND	\$4,967
14-00	DEFERRED MAINTENANCE FUND	\$106,763
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$478,131
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$67,788
21-39	BUILDING FUND	\$624,105
25-19	CAPITAL FACILITIES/SB2068 FUND	\$630,434
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,451

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
Building Fund 21-39

3/31/2016

Date			Expenditure
7/1/2015	Beginning Balance		\$2,979,686.49
	StormWater Reimb		\$559.00
	Interest (Q1&Q2)		\$6,989.42
Total			\$2,987,234.91
Payment Date	Service Provider	Services Performed	Amount
7/29/2015	Sprotte Watson Architects	Architect Fees	\$3,837.68
8/20/2015	LL Hendrix	DSA Inspector Fees	\$5,103.00
8/21/2015	Best Best & Krieger	Legal School Facilities Project	\$2,989.47
8/24/2015	Sprotte Watson Architects	Architect Fees	\$9,275.31
8/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
9/1/2015	LL Hendrix	DSA Inspector Fees	\$8,343.00
9/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
9/24/2015	Sprotte Watson Architects	Architect Fees	\$1,976.47
9/30/2015	LL Hendrix	DSA Inspector Fees	\$12,960.00
9/30/2015	Southern CA Soils and Testing	Construction Testing	\$22,098.50
9/30/2015	Best Best & Krieger	Legal School Facilities Project	\$5,975.91
11/5/2015	Southern CA Soils and Testing	Construction Testing	\$11,796.00
11/6/2015	LL Hendrix	DSA Inspector Fees	\$14,256.00
11/6/2015	Sprotte Watson Architects	Architect Fees	\$10,342.65
11/13/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$1,050,000.00
11/30/2015	Best Best & Krieger	Legal School Facilities Project	\$11,053.41
12/11/2015	Sprotte Watson Architects	Architect Fees	\$7,076.55
12/11/2015	LL Hendrix	DSA Inspector Fees	\$11,471.00
12/11/2016	Southern CA Soils and Testing	Construction Testing	\$1,158.00
12/16/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
12/17/2015	Best Best & Krieger	Legal School Facilities Project	\$3,518.22
12/17/2015	WorldBridge Technologies	Phone & Data Installation	\$21,755.00
12/29/2015	Pathway Communications	Technology Cabling & Infrastructure	\$18,896.26
12/30/2015	Southern CA Soils and Testing	Construction Testing	\$1,366.75
12/30/2015	Sprotte Watson Architects	Architect Fees	\$3,266.10
12/30/2015	Western Environmental	Asbestos Testing-Kinder Roof	\$750.00
1/4/2016	LL Hendrix	DSA Inspector Fees	\$14,175.00
1/4/2016	Sprotte Watson Architects	Architect Fees	\$3,810.45
1/27/2016	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
1/28/2016	Southern CA Soils and Testing	Construction Testing	\$2,460.50
1/28/2016	WorldBridge Technologies	Phone & Data Installation	\$19,990.38
1/29/2016	Best Best & Krieger	Legal School Facilities Project	\$6,342.30
1/29/2016	LL Hendrix	DSA Inspector Fees	\$10,890.00
2/5/2016	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
2/8/2016	Sprotte Watson Architects	Architect Fees	\$1,633.05
2/9/2016	Best Best & Krieger	Legal School Facilities Project	\$2,332.80
2/11/2016	WorldBridge Technologies	Phone & Data Installation	\$625.25
2/22/2016	Dimension Data	Data Connection Conversion	\$1,554.00
2/22/2016	VotoCall	Phone System	\$467.50

Dehesa School District
Building Fund 21-39

3/31/2016

3/2/2016	West Coast Air	Construction Contract-Lease-Lease Back-March	\$150,000.00
3/9/2016	Sprotte Watson Architects	Architect Fees	\$1,088.70
3/10/2016	Best Best & Krieger	Legal School Facilities Project	\$321.12
3/16/2016	WorldBridge Technologies	Phone & Data Installation	\$2,197.12
3/17/2016	Southern CA Soils and Testing	Construction Testing	\$2,310.25
3/17/2016	Wilkinson & Hadley	Bond Audit	\$3,200.00
3/18/2016	Best Best & Krieger	Legal School Facilities Project	\$466.12
3/28/2016	West Coast Air	Construction Contract-Lease-Lease Back-April	\$150,000.00
TOTAL CURRENT YEAR EXPENSES			\$2,363,129.82
TOTAL FUNDS AVAILABLE AS OF 3/31/16			\$624,105.09
Prior Year Project Expenditures			
7/24/2013	Dalescott	GO Bond Continuing Disclosure Annual Report	\$4,511.31
9/10/2013	Best Best & Krieger	Legal School Facilities Project	\$1,671.70
9/9/2013	Sprotte Watson Architects	Feasibility 100% complete, Schematic Design 50% Complete	\$36,937.50
10/24/2013	Sprotte Watson Architects	Schematic Design 85% Complete	\$8,618.75
11/5/2013	Sprotte Watson Architects	Reimbursable items, printing and reproduction	\$555.66
11/6/2013	Sprotte Watson Architects	Architectural Fee	\$3,693.75
2/19/2014	Best Best & Krieger	Lease, Leaseback Attorneys	\$1,363.34
2/19/2014	Sprotte Watson Architects	Architectural Fee	\$33,243.75
2/19/2014	Sprotte Watson Architects	Reimburse for California Geological Survey	\$3,600.00
2/19/2014	Sprotte Watson Architects	Architectural Fee	\$96,037.50
2/19/2014	Division of State Architect	Project Submission	\$39,124.82
3/3/2014	Southern California Soil & Testing	Soil Testing	\$12,707.65
3/18/2014	Best Best & Krieger	Legal School Facilities Project	\$3,078.50
3/31/2014	Sprotte Watson Architects	Construction Documents 70%	\$99,731.25
4/17/2014	Sprotte Watson Architects	Engineering	\$4,075.60
4/17/2014	Sprotte Watson Architects	Construction Documents 85%	\$33,243.75
4/24/2014	Standard & Poors Ratings Services	Bond Rating	\$9,500.00
4/24/2014	Best Best & Krieger	Legal School Facilities Project	\$1,693.42
5/12/2014	Sprotte Watson Architects	Construction Documents 90%	\$11,081.25
5/19/2014	Best Best & Krieger	Legal School Facilities Project	\$352.50
7/18/2014	Best Best & Krieger	Legal School Facilities Project	\$70.50
7/7/2014	Sprotte Watson Architects	Construction Documents	\$11,165.08
7/11/2014	Sprotte Watson Architects	Construction Documents	\$11,130.64
9/12/2014	Dalescott	Continuing Disclosure Fee	\$4,500.00
9/22/2014	Best Best & Krieger	Legal School Facilities Project	\$3,451.00
7/18/2014	SDG&E	Design & Engineering Fee	\$2,551.00
11/16/2014	Best Best & Krieger	Legal School Facilities Project	\$3,374.49
12/10/2014	Sprotte Watson Architects	Construction Documents 100%	\$16,734.95
1/22/2015	Southern CA Soils and Testing	Soils testing and Report Review	\$420.00
1/26/2015	Sprotte Watson Architects	Architect Fees	\$4,560.55
2/17/2015	Sprotte Watson Architects	Architect Fees	\$13,331.21
2/18/2015	Sprotte Watson Architects	Architect Fees	\$12,986.41
2/20/2015	West Coast Air	Pre-Construction Services	\$30,000.00
2/26/2015	State Water Resources Board	Storm Fee Permit	\$559.00
3/23/2015	Best Best & Krieger	Legal School Facilities Project	\$5,093.20

Dehesa School District
Building Fund 21-39

3/31/2016

3/23/2015	Union Tribune	Advertising Fee-Notice to Bidders	\$1,136.40
3/23/2015	Wilkinson, Hadley & King, LLP	Annual Bond Fund Audit Fee	\$3,200.00
3/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$139,253.00
4/2/2015	LL Hendrix	DSA Inspector Fees	\$2,430.00
4/27/2015	Sprotte Watson Architects	Architect Fees	\$1,880.19
4/28/2015	Dalescott	Bond Disclosures	\$4,850.00
4/30/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$211,575.00
5/4/2015	LL Hendrix	DSA Inspector Fees	\$3,880.00
5/26/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$559,456.00
5/26/2015	Best Best & Krieger	Legal School Facilities Project	\$4,030.53
5/26/2015	Sprotte Watson Architects	Architect Fees	\$7,748.70
6/3/2015	LL Hendrix	DSA Inspector Fees	\$9,122.00
6/4/2015	Sprotte Watson Architects	Architect Fees	\$7,988.28
6/25/2015	Revolving Cash	Storm Fee Permit	\$559.00
6/26/2015	Southern CA Soils and Testing	Soils testing	\$14,915.50
7/9/2015	LL Hendrix	DSA Inspector Fees	\$8,586.00
7/9/2015	Best Best & Krieger	Legal School Facilities Project	\$833.00
7/15/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$150,000.00
7/29/2015	Southern CA Soils and Testing	Construction Testing	\$13,506.50
7/29/2015	Best Best & Krieger	Legal School Facilities Project	\$6,480.80
Total Prior Year Expenditures			\$1,676,180.93
TOTAL EXPENDITURES-All Fiscal Years			\$4,039,310.75

Dehesa School District
Capital Facilities Funds 25-19

3/31/2016

Date			Amount
7/1/2015	Beginning Fund Balance		\$477,352.93
	Interest (Q1&2)		\$1,378.83
	Developer Fees		\$166,667.34
	Collections from Negotiated Agreements		
Total			\$645,399.10
Payment Date	Service Provider	Services Performed	Amount
8/25/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July 2015	\$3,069.02
9/23/2015	G Wayne Oetken & Assoc	Consulting Services-Final Payment, Funding application Contract	\$4,800.00
9/30/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August 2015	\$1,562.12
11/2/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September 2015	\$3,077.65
3/9/2016	G Wayne Oetken & Assoc	Consulting Services- Hourly Billing	\$2,456.22
TOTAL CURRENT YEAR EXPENSES			\$14,965.01
TOTAL FUNDS AVAILABLE AS OF 3/31/16			\$630,434.09

Prior Year Project Expenditures			
9/8/2011	Apple Computers		\$34,216.51
9/30/2011	G Wayne Oetken & Assoc		\$5,023.31
11/7/2011	G Wayne Oetken & Assoc		\$63.70
11/18/2011	G Wayne Oetken & Assoc		\$1,507.96
1/12/2012	Apple Computers	Reverse Payment	-\$1,763.82
1/23/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 2) Schematic Drawing & Cost Analysis	\$6,000.00
3/8/2012	Sprotte Watson Architects		\$3,200.00
3/8/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (25% of total cost)	\$3,058.85
3/8/2012	Cherry Engineering	Engineering Services for Schematic Drawings	\$5,300.00
3/21/2012	G Wayne Oetken & Assoc	Reimbursement for expenses (Sacramento Trip OPSC)	\$579.23
3/21/2012	G Wayne Oetken & Assoc	Coordination of Schematic Drawings (Completion of Agreement 2)	\$5,200.00
3/21/2012	G Wayne Oetken & Assoc	Analysis of State School Building Program Eligibility (Comp of Agree 1)	\$1,500.00
4/6/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (Final Pmt)	\$3,200.00
4/30/2012	G Wayne Oetken & Assoc	Expenses	\$80.48
6/22/2012	ESFG		\$616.40
7/13/2012	G Wayne Oetken & Assoc	Retainer Fee/State School Building Program (Agreement 3)	\$5,000.00
7/13/2012	Standard and Poors	Bond Rating	\$7,900.00
7/20/2012	Sprotte Watson Architects	Reimburse for Expenditures	\$234.25
7/20/2012	Standard and Poors	Partial Reimbursement of Rating Fees	-\$5,080.72
8/10/2012	Raceway		\$4,375.00
8/24/2012	Raceway		\$9,263.25
8/24/2012	Raceway		\$12,285.33
8/24/2012	Sprotte Watson Architects		\$3,200.00
9/27/2012	Raceway		\$2,050.00
9/28/2012	Sprotte Watson Architects	Fees/Schematic Design Study	\$2,560.00
10/11/2012	RCF, 8-27-12 Meter Panel		\$2,493.59
10/19/2012	SD County Registrar of Voters	Election Costs for Prop D	\$896.00
10/27/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 4) RFQ Process	\$3,200.00

Dehesa School District
Capital Facilities Funds 25-19

3/31/2016

11/19/2012	Sprotte Watson Architects	Architectural Fees	\$640.00
12/7/2012	G Wayne Oetken & Assoc	Completion of Relief Grant Eligibility Form	\$5,000.00
4/26/2013	County of San Diego	Warrant misfiled, description pending	\$4,869.00
6/14/2013	Sprotte Watson Architects	Geotechnical Engineering Services	\$4,576.40
6/25/2013	EFSG		\$576.20
6/30/2013	G Wayne Oetken & Assoc	Completion of RFQ Process	\$3,200.00
6/30/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$5,085.41
8/7/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July	\$4,519.21
9/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August	\$4,637.93
10/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September	\$4,500.00
10/24/2013	Sprotte Watson Architects	Locate stake and evaluate levels of existing septic system	\$2,000.00
11/8/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October	\$4,500.00
12/5/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November	\$4,500.00
12/16/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December	\$4,500.00
2/19/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January	\$4,552.08
3/10/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February	\$4,583.44
4/8/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, March	\$4,552.08
5/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, April	\$4,515.12
7/11/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$4,515.12
8/14/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July 2014	\$4,606.56
9/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August 2014	\$4,641.12
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September 2014	\$4,843.93
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October 2014	\$4,591.84
12/22/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November 2014	\$1,552.64
2/9/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December 2014	\$4,573.92
3/23/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February 2015	\$4,544.85
3/27/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,067.85
4/15/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, March 2015	\$4,622.51
5/6/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, April 2015	\$3,192.67
6/3/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, May 2015	\$3,079.95
7/10/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June 2015	\$3,022.43
Total Prior Year Expenditures			\$238,321.58
TOTAL EXPENDITURES-All Fiscal Years			\$253,286.59

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: SARC Report

Meeting Date: April 12, 2016

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

Background:

Pursuant to EC Section 35256 the annual School Accountability Report Card is published each year. Not less than triennially, the governing board of each school district shall compare the content of the School Accountability Report Card of the school district to the model School Accountability Report Card adopted by the state board. Variances among school districts shall be permitted where necessary to account for local needs.

The governing board of each school district annually shall issue a School Accountability Report Card for each school in the district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request.

Report:

This is the annual report for the 2014-2015 school year.

Financial Impact:

None

Student Impact:

None

Recommendation:

For information and discussion only.

Agenda Item #:VII.B.6



Home / Testing & Accountability / Accountability / School Accountability Report Card (SARC)

A Parent's Guide to the SARC

Description of the requirements and information contained in the School Accountability Report Card (SARC).

What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind (NCLB) Act. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

What information does the SARC contain?

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

In addition, NCLB requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; Title 1 Program Improvement; graduation rates at the secondary level; and, starting with the SARCs to be published in 2004–05, the extent to which "highly qualified" teachers are teaching core academic subjects.


How often must a SARC be updated?

School report cards must be updated annually and published by February 1.

How are schools required to distribute the SARC?

State law generally encourages schools to make a concerted effort to notify parents of the purpose of the report cards and to ensure that all parents receive a copy of the report card for the school their child attends. Specifically, schools are required to notify all parents about the availability of the SARC and to provide parents with instructions about how the SARC can be obtained both through the Internet (if feasible) and on paper (by request). If a sufficient number of a school's enrolled students speak a single primary language other than English, state law requires that the SARC also be made available to these parents in the appropriate primary language.

How can a parent obtain a SARC?

Parents with Internet access can go to the [CDE Find a SARC Web page](http://www.sarconline.org/Home/Search) [<http://www.sarconline.org/Home/Search>] . This CDE Web page provides actual SARC reports or SARC Web links to the school or district Web site where the school's SARC is located.

On the CDE Find a SARC Web page, simply begin typing in the search box. You can search by school name, County-District-School (CDS) code, district name, county name, or city name. You can sort any column by selecting the down arrow located at the top of each column. Once you locate the school's SARC that you desire to view, select the icon located in the View SARC column.

Contact the school or district if the school's SARC report or Web link to their SARC report is not available on the CDE Find a SARC Web page or to obtain a hard copy of their SARC report.

How can a parent find out more about California's public schools?

If you have questions or need information about a specific school, you can call or write to the school or the district office. You can also schedule an appointment to visit the school and meet with the school's administrators and staff.

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

Last Reviewed: Thursday, September 10, 2015

Dehesa Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mrs. Tamara Ripke, Principal

Principal, Dehesa Elementary

About Our School

First established in 1876, the Dehesa School District sits in the rural and picturesque Dehesa Valley which is located 20 miles east of downtown San Diego. As the second oldest school district in San Diego County, we have evolved, over the past 140 years into a public school that offers the amenities of a large school and the personal touch usually found in private schools. Our students enjoy a rural upbringing within easy driving distance of many museums and attractions.

We enjoy rich history and traditions which link our students to their heritage. Many of these traditions are what make our school so special. Our students often work together on school projects designed to make our school more attractive or to help make learning fun and meaningful for each other. Each day we offer our students the type of attention that can only be found in a private school setting. Our 197 PreK thru eighth grade students, in addition to up to 11 Early Admission Kindergarten students, enjoy class sizes that are rare in public schools with our largest class topping out at 25. We also offer intensive reading intervention groupings, after school enrichment classes and Gifted and Talented programs designed to enhance learning.

We offer a one-on-one laptop/iPad program to all students.

Sincerely,

Tamara Ripke

Principal

Contact

Dehesa Elementary
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Phone: 619-444-2161
E-mail: tamara.ripke@dehesasd.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Nancy Hauer
E-mail Address	nancy.hauer@dehesasd.net
Web Site	www.dehesasd.net

School Contact Information - Most Recent Year	
School Name	Dehesa Elementary
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	619-444-2161
Principal	Mrs. Tamara Ripke, Principal
E-mail Address	tamara.ripke@dehesasd.net
Web Site	www.dehesasd.net
County-District-School (CDS) Code	37680496038095

Last updated: 2/29/2016

School Description and Mission Statement - Most Recent Year

Our single-school district has proudly lived up to our motto "what a great school should be". Dehesa School is located approximately 25 miles east of San Diego and five miles east of El Cajon. The school is in the Dehesa Valley fronting on Dehesa Road. Within a mile of the Sycuan Resort and the Reservation of the Sycuan Band of the Kumeyaay Nation. Dehesa is bordered by the Alpine, Jamul-Dulzura, and Cajon Valley School Districts.

Mission Statement

Dehesa School provides a challenging curriculum in a supportive, family-oriented, country environment.

Dehesa equips each student to excel academically, socially, emotionally, and culturally in a competitive world as a lifelong learner.

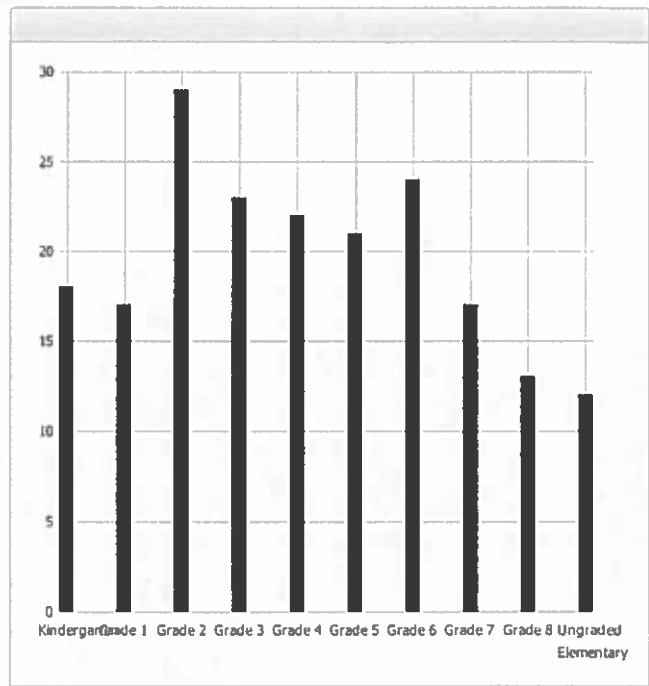
We believe . . .

- A safe, secure environment fosters relaxed, confident and happy learners.
- Consistency and fairness creates equality.
- Respect, kindness, honesty and integrity build trust and friendship.
- Striving to produce quality work with attention to detail leads to success.
- Challenging a student's mind enables him/her to achieve their greatest potential.
- A genuinely caring staff creates opportunities for all children to learn.

Last updated: 2/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	18
Grade 1	17
Grade 2	29
Grade 3	23
Grade 4	22
Grade 5	21
Grade 6	24
Grade 7	17
Grade 8	13
Ungraded Elementary	12
Total Enrollment	196



Last updated: 2/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	14.0 %
Asian	0.0 %
Filipino	3.0 %
Hispanic or Latino	29.0 %
Native Hawaiian or Pacific Islander	1.0 %
White	61.0 %
Two or More Races	7.0 %
Socioeconomically Disadvantaged	62.0 %
English Learners	22.0 %
Students with Disabilities	24.0 %
Foster Youth	0.0 %

Last updated: 2/29/2016

A. Conditions of Learning

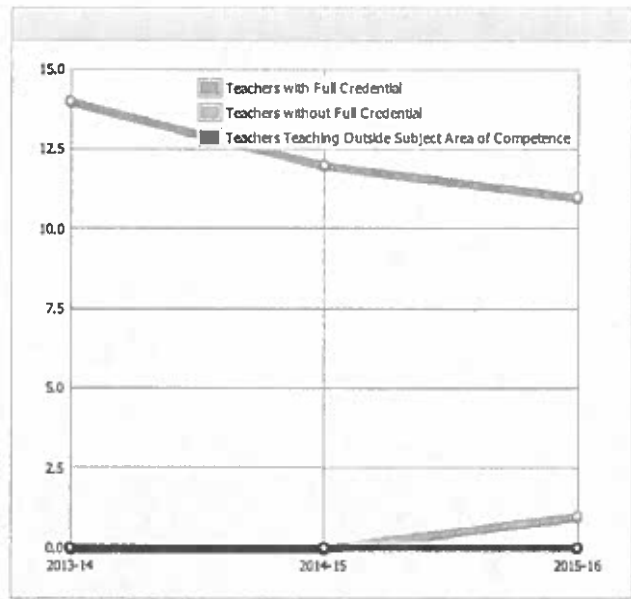
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

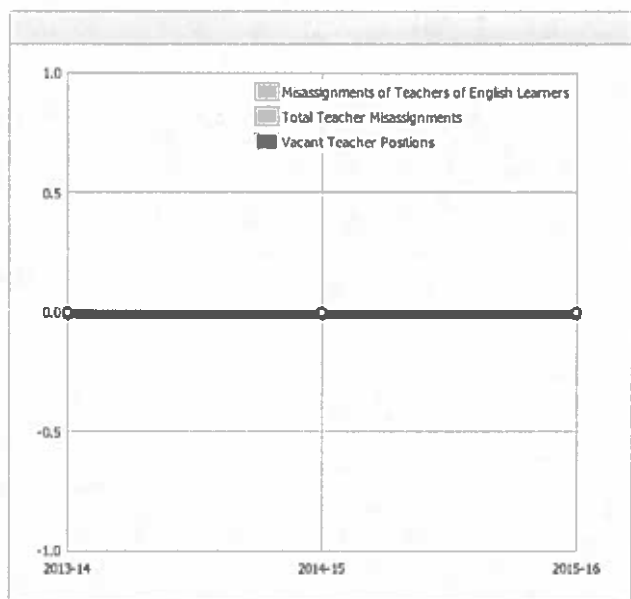
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	12	11	11
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	78.0%	22.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	65.0%	35.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Houghton Mifflin California Reading State Approved. (Received State Board of Education Waiver in 2009 to not adopt new materials in 2009. 7th and 8th McDougal Littell Literature 2009 State Approved - Adopted in 2010 when Dehesa Middle School opened.	Yes	0.0 %
Mathematics	Go Math K-5 CPM College Preparatory Mathematics 6-8	Yes	0.0 %
Science	K-6 Macmillan/McGraw-Hill Science California 2008 State Approved 7th and 8th McDougal Littell Science State Approved Adopted in 2010 when Dehesa Middle school opened.	Yes	0.0 %
History-Social Science	K-6 Macmillan/McGraw Hill California Vistas State approved in 2007. 7th Grade McDougal Littell World History Medieval and Early Modern Times. California Edition 2006 State Approved 8th Grade McDougal Littell Creating America-California Edition 2006. Adopted in 2010 when Dehesa Middle School opened.	Yes	0.0 %
Foreign Language	We do not have a foreign language program at this time.		0.0 %
Health	K-6/Too Good for Drugs- State Approved 5-6 Discover: Skills for Life	Yes	0.0 %
Visual and Performing Arts	We do not have Visual and Performing Arts textbooks.		0.0 %
Science Lab Eqmpt (Grades 9-12)	We are a K-8 school.		0.0 %

Last updated: 2/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The district provides students with a safe and orderly campus. Our facility consists of about 13,000 square feet of buildings situated on 13 acres. Efforts are made to keep grounds and buildings well maintained. The grounds and maintenance staff consists of two full time and one part time members.

Facia was replaced on 2 sides of the multipurpose building. Carpet was replaced in 1 classroom and the tile was repaired/replaced in the kindergarten bathrooms.

Additional facia on the multipurpose building may need to be replaced. This will be addressed this year and if after evaluation it is needed it will be completed.

Last updated: 2/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Frayed carpet in library to be replaced. Wall damage in teacher work room to be repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Fire light system trouble light on. Company will be contacted to come out and repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water pressure too high in some places, will be adjusted.
Safety: Fire Safety, Hazardous Materials	Good	Materials labeled "keep out of reach of children" like hand sanitizers shall be properly secured.
Structural: Structural Damage, Roofs	Good	Some structural beams in the MPR room have been replaced, other beams will be inspected and replaced as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating	Good
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Last updated: 2/29/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	38.0%	44.0%
Mathematics (grades 3-8 and 11)	23.0%	23.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (–) appear in the table when the number of students tested is ten or less.

Last updated: 2/29/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	21	91.3%	38.0%	33.0%	19.0%	10.0%
Male	23	8	34.8%	--	--	--	--
Female	23	13	56.5%	38.0%	23.0%	31.0%	8.0%
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native	23	4	17.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	4	17.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	11	47.8%	36.0%	36.0%	18.0%	9.0%
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	16	69.6%	50.0%	25.0%	19.0%	6.0%
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	4	17.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	27.0%	9.0%	23.0%	36.0%
Male	22	12	54.5%	33.0%	17.0%	25.0%	17.0%
Female	22	10	45.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	22	3	13.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	5	22.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	12	54.5%	17.0%	8.0%	8.0%	58.0%
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	22	3	13.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	20	95.2%	15.0%	45.0%	20.0%	20.0%
Male	21	11	52.4%	9.0%	64.0%	18.0%	9.0%
Female	21	9	42.9%	--	--	--	--
Black or African American	21	1	4.8%	--	--	--	--
American Indian or Alaska Native	21	1	4.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	6	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	9	42.9%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	16	76.2%	13.0%	44.0%	19.0%	25.0%
English Learners	21	4	19.0%	--	--	--	--
Students with Disabilities	21	2	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	43.0%	35.0%	22.0%	0.0%
Male	24	12	50.0%	58.0%	33.0%	8.0%	0.0%
Female	24	11	45.8%	27.0%	36.0%	36.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	4	16.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	10	41.7%	--	--	--	--
Two or More Races	24	2	8.3%	--	--	--	--
Socioeconomically Disadvantaged	24	11	45.8%	45.0%	27.0%	27.0%	0.0%
English Learners	24	5	20.8%	--	--	--	--
Students with Disabilities	24	4	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	16	94.1%	25.0%	19.0%	31.0%	19.0%
Male	17	10	58.8%	--	--	--	--
Female	17	6	35.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	17	1	5.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	6	35.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	8	47.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	17	8	47.1%	--	--	--	--
English Learners	17	2	11.8%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	42.0%	33.0%	25.0%	0.0%
Male	13	8	61.5%	--	--	--	--
Female	13	4	30.8%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	13	1	7.7%	--	--	--	--
Hispanic or Latino	13	3	23.1%	--	--	--	--
Native Hawaiian or Pacific Islander	13	1	7.7%	--	--	--	--
White	13	6	46.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	3	23.1%	--	--	--	--
English Learners	13	2	15.4%	--	--	--	--
Students with Disabilities	13	3	23.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	21	91.3%	48.0%	33.0%	19.0%	0.0%
Male	23	8	34.8%	--	--	--	--
Female	23	13	56.5%	54.0%	23.0%	23.0%	0.0%
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native	23	4	17.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	4	17.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	11	47.8%	64.0%	27.0%	9.0%	0.0%
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	16	69.6%	50.0%	31.0%	19.0%	0.0%
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	4	17.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	21	95.5%	19.0%	43.0%	29.0%	10.0%
Male	22	11	50.0%	18.0%	55.0%	18.0%	9.0%
Female	22	10	45.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	22	3	13.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	5	22.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	11	50.0%	18.0%	18.0%	45.0%	18.0%
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	21	100.0%	33.0%	38.0%	0.0%	29.0%
Male	21	12	57.1%	33.0%	42.0%	0.0%	25.0%
Female	21	9	42.9%	--	--	--	--
Black or African American	21	1	4.8%	--	--	--	--
American Indian or Alaska Native	21	1	4.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	6	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	9	42.9%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	17	81.0%	35.0%	35.0%	0.0%	29.0%
English Learners	21	4	19.0%	--	--	--	--
Students with Disabilities	21	2	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	39.0%	48.0%	13.0%	0.0%
Male	24	12	50.0%	42.0%	50.0%	8.0%	0.0%
Female	24	11	45.8%	36.0%	45.0%	18.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	4	16.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	10	41.7%	--	--	--	--
Two or More Races	24	2	8.3%	--	--	--	--
Socioeconomically Disadvantaged	24	11	45.8%	45.0%	36.0%	18.0%	0.0%
English Learners	24	5	20.8%	--	--	--	--
Students with Disabilities	24	4	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	16	94.1%	38.0%	38.0%	13.0%	13.0%
Male	17	10	58.8%	--	--	--	--
Female	17	6	35.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	17	1	5.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	6	35.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	8	47.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	17	8	47.1%	--	--	--	--
English Learners	17	2	11.8%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/29/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	67.0%	25.0%	8.0%	0.0%
Male	13	8	61.5%	--	--	--	--
Female	13	4	30.8%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	13	1	7.7%	--	--	--	--
Hispanic or Latino	13	3	23.1%	--	--	--	--
Native Hawaiian or Pacific Islander	13	1	7.7%	--	--	--	--
White	13	6	46.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	3	23.1%	--	--	--	--
English Learners	13	2	15.4%	--	--	--	--
Students with Disabilities	13	3	23.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/29/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33.0%	41.0%	66.0%	33.0%	41.0%	60.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60.0%
All Students at the School	66.0%
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	71.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/1/2016

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/1/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement - Most Recent Year

We believe that parent participation in the overall educational program is essential. We recognize the value of our dedicated parent volunteers. Volunteering is beneficial for the children and very satisfying for the volunteer. We encourage participation at any level that is comfortable for parents. There are many ways to participate. A partial list includes:

- Parents Club
- Halloween Carnival
- Fun Run
- Talent Show
- End-of-the-Year Picnic
- School Site Council
- Room Parent
- Volunteering in the classroom
- Volunteering in the Art Docent Program
- Volunteering for Campus Beautification
- Volunteering in the Computer Lab
- Volunteering for Field Trips
- Volunteering to assist with student paper work
- Volunteering to tutor reading students
- Volunteering on the playground
- DLAC

State Priority: Pupil Engagement

Last updated: 2/29/2016

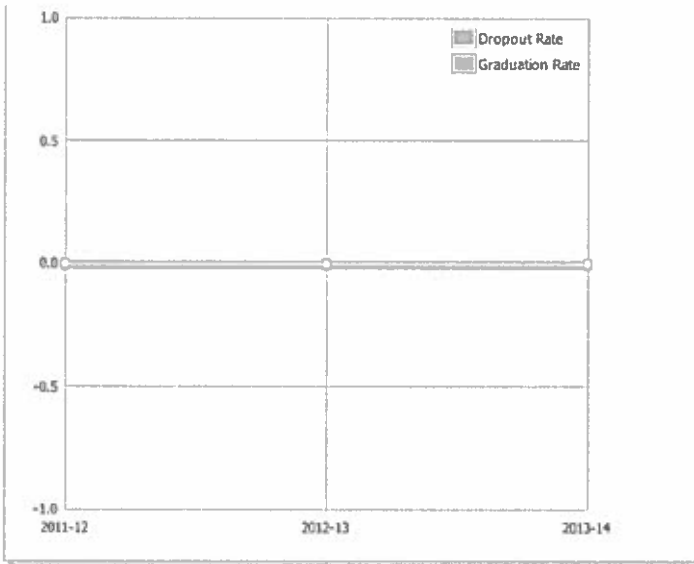
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	88.30	91.00	92.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/29/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

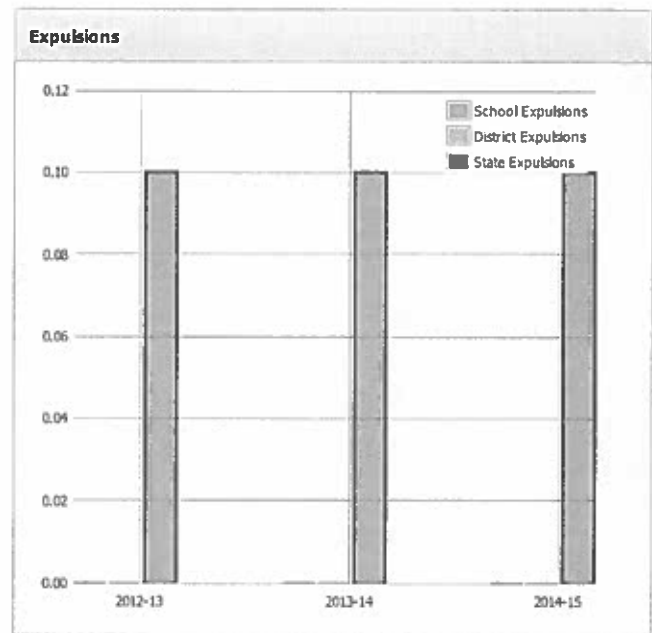
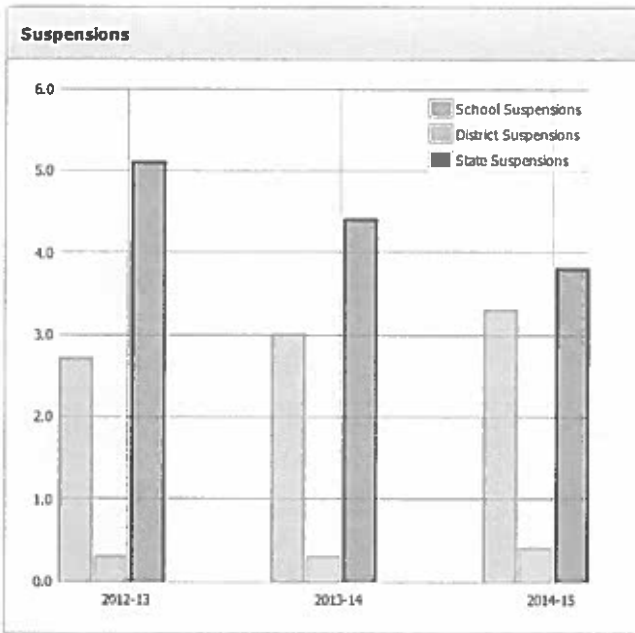
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.7	3.0	3.3	0.3	0.3	0.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/29/2016

School Safety Plan - Most Recent Year

The School Safety Plan details appropriate responses for a variety of emergency situations. Through the efforts of school administration, maintenance and operations, transportation, office, teaching and support staff, and local emergency response organizations, including the Sycuan Fire Department. Our plan describes steps necessary to ensure the safety of our students and staff in the event of an emergency situation. Emergency response materials and supplies have been secured and are stored on school grounds.

In an effort to create a positive, friendly, and productive environment where every child has the right to learn and every teacher has the right to teach, the staff developed a school wide behavior plan.

The school has installed video surveillance in common areas and walkways. Signage has been strategically placed throughout the school requiring visitors to sign in at the office. All visitors are required to wear a badge identifying them as a visitor while on campus.

Our staff has been trained for an active intruder situation.

Last updated: 2/29/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	N/A	N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 2/29/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/29/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	18.0	2		21.0	1		17.0	1	
1	18.0	1		16.0	2				
2	18.0	2		20.0	1		23.0		2
3	27.0		1	15.0	2		19.0	1	
4	23.0		1	20.0	1		21.0		1
5	23.0		1	13.0	1	1	18.0	1	
6	24.0		1	17.0	1		16.0	1	1
Other			2	19.0			15.0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English									
Mathematics									
Science									
Social Science									

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/29/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/29/2016

Types of Services Funded (Fiscal Year 2014-15)

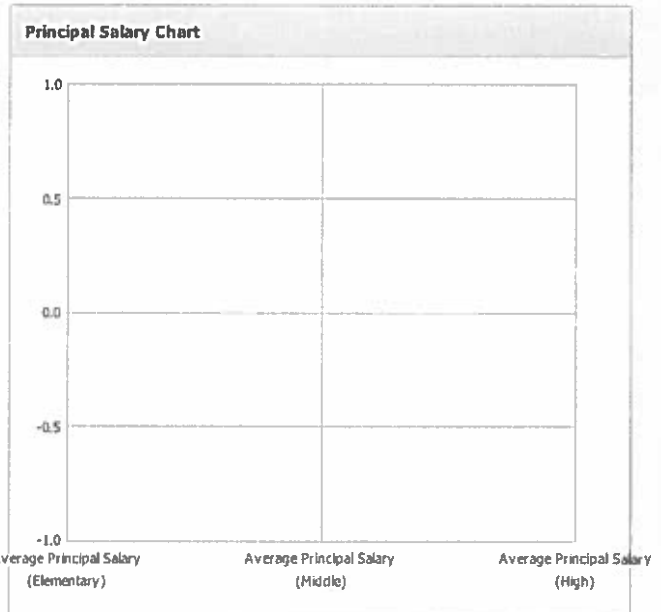
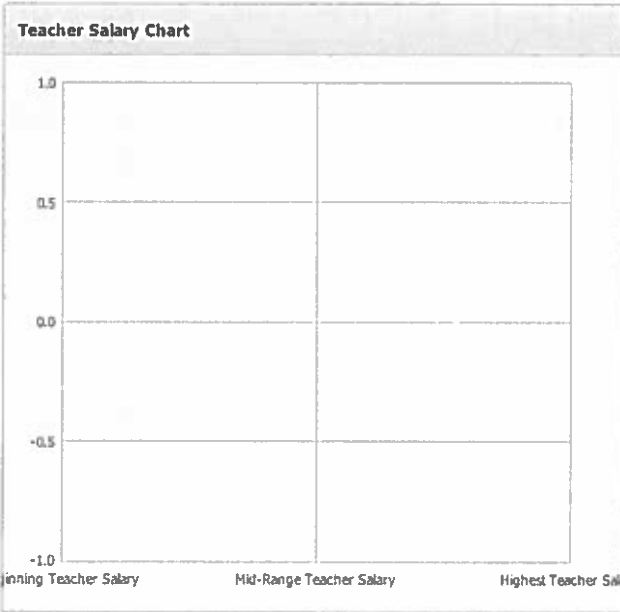
A variety of supplemental services are available at Dehesa School, funded by the school's categorical budgets: Title III, REAP, Indian Education, Special Education and GATE. These extra support services include after-school academic and performing arts classes as well as in classroom assistance, intervention groups, or small group tutoring during the instructional day. In addition to the classroom teacher, instructional services are delivered by instructional aides and an instructional support teacher.

Last updated: 2/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	—	\$39,948
Mid-Range Teacher Salary	—	\$57,401
Highest Teacher Salary	—	\$73,183
Average Principal Salary (Elementary)	—	\$94,578
Average Principal Salary (Middle)	—	\$97,400
Average Principal Salary (High)	—	—
Superintendent Salary	—	\$112,657
Percent of Budget for Teacher Salaries	25.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 2/29/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		-

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/29/2016

Professional Development – Most Recent Three Years

There are currently 27 minimum days and 2 non-school days during the school year that are devoted to professional development. Teachers are released for additional school days as needed. This year's primary focus is to develop the No Excuses University philosophy and foundations for our school. Emphasis is placed on collaboration, increased student achievement through data analysis, all school behavior plan, district assessments, and data-driven interventions. In addition, there is staff training in C.P.I., and Common Core Math Standards. Teachers are supported by additional collaboration time, staff meetings dedicated to all staff collaboration, student data reporting, and additional support through the County Office of Education and local SELPA.

Last updated: 2/29/2016

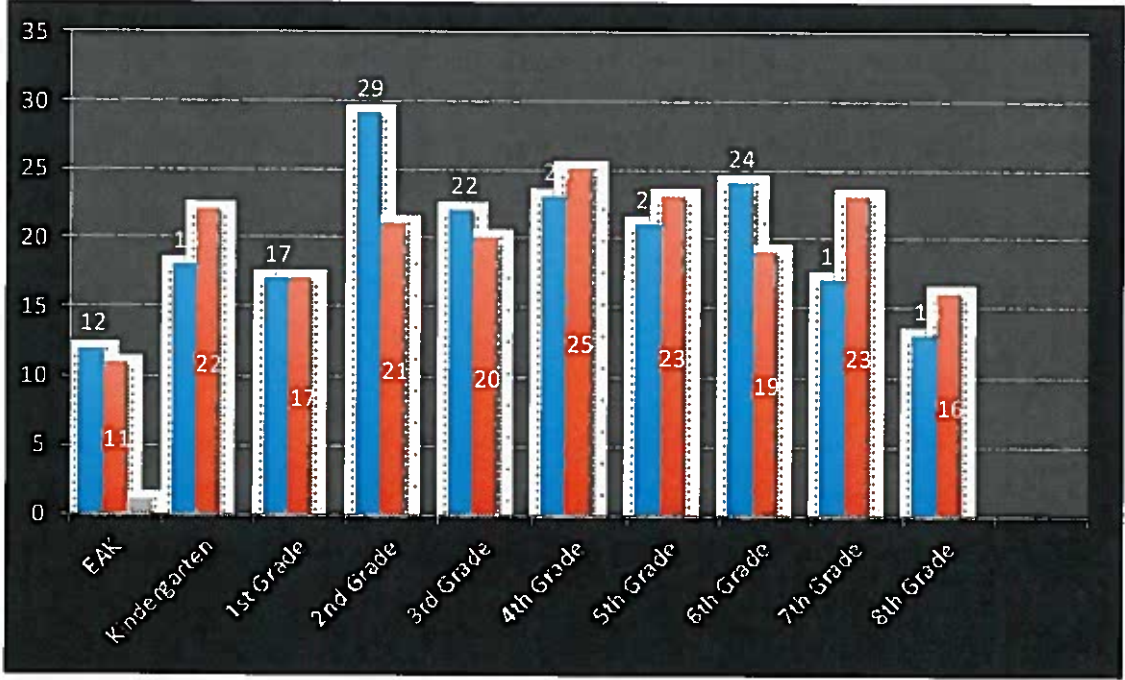
DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Dehesa School Enrollment
as April 12, 2016

- Meeting Date: April 12, 2016
- Action
 - First Reading
 - Information
 - Presentation
 - Public Hearing
 - Roll Call Vote Required
 - Discussion

<u>End-of-the-Year Enrollment</u>	
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

<u>2015-2016 Enrollment</u>	
By Grade Level	
EAK	12
Kindergarten.....	22
1st Grade.....	16
2nd Grade.....	20
3rd Grade	20
4th Grade.....	24
5th Grade.....	23
6th Grade.....	19
7th.....	23
8th.....	15
	194



DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg

Subject: Summer Work Report

Meeting Date: April 12, 2016

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

Background:

Preventative and ongoing maintenance of facilities and grounds is necessary to maintain a safe and orderly learning environment for students and staff.

Report:

Summer provides an opportunity for maintenance and operations staff to focus on and complete a number of projects. Included with this report is a list of standard summer tasks as well as some additional tasks specific to current needs.

Financial Impact:

Most of the summer tasks listed will be completed by district M&O and Grounds staff and the accompanying expenses are already accounted for in the budget. Larger projects that will be completed by outside contractors will be brought to the Board as stand-alone agenda items requiring Board input/direction and approval.

Student Impact:

All work completed will contribute to a safe and orderly learning environment.

Recommendation:

For information and discussion only.

Agenda Item #:VII.B.6

2016 SUMMER WORK

CLASSROOM CLEANING

- VACUUM AND CHAIRS
- SINKS
- TABLES
- CARPETS (EXTRACTOR)
- WINDOW AND SILLS

STRIP AND WAX FLOORS

- MIDDLE SCHOOL
- KINDERGARDEN
- MPR
- OFFICE
- BUILDING D(Science Lab)

POWER WASH

- EXTERIOR OF BUILDINGS
- CAMERAS
- LIGHT POLES
- LUNCH TABLES
- PLAY AREAS

GROUNDS CLEANUP (EXTERIOR)

- PICK TRASH UP
- INSPECT AND CLEAN GUTTERS
- WINDOWS
- CLEAN TRASH CANS

ELECTRIC

- CHANGE BREAKERS
- CHECK OUTLETS
- CHECK BULBS
- SECURITY LIGHTING
- AC FILTERS (UNLESS COMPLETED)

RESTROOMS

- CLEAN AND SANITIZE SINKS AND TOILETS
- SANITIZE FLOORS
- REPAIR AND/OR REPLACE TOWEL HOLDERS
- CHECK STALLS (FIX AS NEEDED)

FIRE EXTINGUISHERS

ENTIRE SCHOOL (SET FOR JULY)
BUSES

GROUNDS MAINTENANCE

REPAIR IRRIGATION LINES
REPAIR AND REPLACE SPRINKLER HEADS
MOW SOCCER FIELD (AS NEEDED)
EDGE GRASS
AERATE AND FERTILIZE GRASS AREA
TRIM AND MAINTAIN PLANTED AREAS
HIRE TREE TRIMMER (AS NEEDED) ***
WEED TRIMMING
CLEAN RECYCLE BINS AND TRASH CANS
PICK UP LOST AND FOUND (JACKETS)
PLANT NEW PLANTS (AS NEEDED)

Equipment Maintenance

WEED WHACKER (MOTOR WORK)(TO THE SHOP)
LAWN MOWER (BLADES)
GENERATOR TIRE
BRUSH MOWER TIRE
TIRE (GOLF CART)
BRAKES (GOLF CART)

TRUCK SERVICE (SUMMER ?)

KEY SHOP

AS NEEDED

GROUNDS REPAIRS

PAINT POLE (TOUCH UP)
FASCIA REPAIR
ROOF SEALING
ROOF REPLACEMENT
FILL CRACKS
) PAINT GROUNDS AS NEEDED (PARKING LOT WALKWAYS)
REPAIR LEAK ON WATER FOUNTAIN
ROCK SCREENS FOR DRAINS
OTHER REPAIRS AS NEEDED***

KITCHEN

CLEAN COILS
PAINT TOUCH UP
CLEAN ALL

BACK-FLOW SCHEDULED CHECK (AUGUST)

DAILY SUMMER CLEANING

CLEAN BATHROOMS

VACUUM OFFICE (AS NEEDED)

MOP LOUNGE (AS NEEDED)

TRASH OFFICE

TRASH BATHROOM

TRASH AND CLEAN FOR SUMMER PROGRAMS

Additional Summer Projects (contingent upon bid limits & available budget)

<u>Proposed Project</u>	<u>Estimated Cost</u>
Facia & Beam repairs: Multi-Purpose Building, B-1, etc.	14,000.00
Garage Door Replacement: Maintenance Building	1,000.00
Carpet Repair: Library, Workroom	TBD
Shade Structure	100,000.00
Painting, E1, E2 Interior, exterior doors, etc.	1,500.00
Replace Fencing	TBD
Admin Office reconfiguration	TBD
Additional Landscaping-in front of Campus	6,000.00
Security System Replacement	TBD

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Renewal agreement with
Special Education
Information System

Meeting Date: April 12, 2016

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

Background:

All records for special education students within our SELPA are developed and maintained in an electronic format utilizing SEIS. (Special Education Information System)

Report:

Dehesa School has been using SEIS for three years. By utilizing this system we have the ability to monitor the records of our special education students as well as charter students who are in our SELPA. This currently includes Element Education, The Heights and Method.

Financial Impact:

The financial impact is an annual fee of \$132.75.

Student Impact:

Accurate, compliant IEP records directly impact our students.

Recommendation:

Administration recommends approving the Special Education Information System Renewal Agreement.

Agenda Item #:VII.C.1

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION
Center for Educational Development and Research
MEMORANDUM OF AGREEMENT**

July, 2016

**PROGRAMMING AND MAINTENANCE OF SEIS/SIS INTEGRATION
COMPONENTS AND SERVICES**

This memorandum of agreement constitutes an understanding between the San Joaquin County Office of Education (CEDR Department), a county office of education of the state of California, (SJCOE/CEDR) and the Dehesa School District, (Client), a California school district, concerning design, programming and maintenance of integration components between Special Education Information System (SEIS) and the Client's Student Information System (SIS). Note that any deletions, additions or modifications to this memorandum of agreement must be in writing signed by both parties.

1.0 OVERVIEW OF THE PROJECT

The Client has requested the setup/configuration and support of integration components and services to allow data transfer between SEIS and the Client's SIS. SJCOE/CEDR will setup and provide integration services developed using ASP.Net 4.0 to integrate SEIS with Client's SIS. Custom procedures, server jobs, and custom reports will be developed in both systems to facilitate full interoperability and data integrity.

2.0 PROJECT DELIVERABLES

2.1. Programming

SJCOE/CEDR will work closely with the Client in the development stages to set, ascertain and meet milestones as the project is completed. SJCOE/CEDR will program the front-end of the system using Microsoft's Windows Communication Foundation, ASP.Net, and .Net Framework 4.0 to develop the services. For the back-end database SJCOE/CEDR will create SQL Server stored procedures, tables, and SQL Server Integrated Services (SSIS) packages to work with the data merge and updates. The front-end and back-end will be constructed to provide data integrity, efficiency, and scalability.

2.2. Sending Data to SEIS

The SJCOE/CEDR will provide any needed SQL Server scripts or installation packages required to send data prepared by the Client, to SEIS (data must be provided in the structure defined by SJCOE/CEDR). The service will need to be installed on a Windows Server at the Client's location. The service will encrypt and send SEIS the demographic data specified by SJCOE/CEDR. The service will be configured to run on a nightly basis.

As the data is sent via the service, SEIS will update student records based on matching birth date and SIS ID (Student Information System Identifier). All transactions will be logged and to streamline errors all records not added will appear in an exception report with a description of error (i.e. not matching SIS ID, more than one matching SIS ID, etc.) Client agrees to send only special education students from SIS to SEIS.

The exception report will be available for district level users on their SEIS home page. Student records on the exception report will have links to quickly search, add, transfer, or delete the student record.

2.3. Security

All data will be transmitted via Web Services will be encrypted via SSL (Secure Socket Layer)/HTTPS and digitally signed via a SOAP signature and message. Also each web server and firewall will be configured to restrict access between the SEIS and Client servers only.

Note: Should Web Services be used, the Client will need to have an SSL (Secure Socket Layer) certificate on the Client's hosted server.

2.4. User Acceptance Period

A "User Acceptance Period" will be established for two months following production implementation for the purposes of refinements and additions to the Web Services based on production feedback. Within these two months, feedback will be provided to CEDRs by the client and responded to by CEDRs within the User Acceptance Period.

3.0 SYSTEM MAINTENANCE

The SEIS data, integrated services, and recurring jobs will be served and hosted on SJCOE/CEDR's secure web and database servers. Maintenance tasks to be undertaken by SJCOE/CEDR during the one year agreement period will include, but not be limited to, the following:

- upgrade and redesign of additions and refinements to the Web Services during the User Acceptance Period as described in section 2.5;
- periodic revisions and additions during the course of the agreement period months; and
- on-going debugging and maintenance of the Web Services and interface screens.

4.0 CLIENT RESPONSIBILITIES

The Client will be expected to perform timely reviews of the deliverables as they are developed.

The Client will be responsible for developing required the stored procedure(s)/queries, jobs/processes, and/or SIS packages needed in the SIS database or application for pulling proper data fields and data types required by the integrated service and any jobs related therein. If the Client is pulling data from SEIS, the Client will be responsible for developing the inserts/updates, jobs/processes, SSIS packages, and/or exception rules for handling the data sent from SEIS.

The Client will be responsible for uptime and maintenance of the Client's Windows Server and hosting any applications/service used in the integrated services.

Minimum Hardware Requirements: Pentium 3 Xeon 1.4Ghz, 2GB RAM and 18 GB Hard Drive Space.

Minimum Software Requirements: Windows 2003, Internet Information Services (IIS) 6.0 and .Net Framework 4.0.

5.0 TERMS OF THE AGREEMENT

The Client agrees to pay the SJCOE/CEDR annual maintenance fees of \$.75 (seventy-five cents), per student based on the current district special education student count as of the December 1 CASEMIS report. The Client's first annual maintenance fee will be \$150.75 (one hundred, fifty dollars and seventy-five cents) based on the student count as of the December 1, 2015 CASEMIS report of 201 students. SJCOE/CEDR will invoice the district for this first annual maintenance fee upon completion of the User Acceptance Period defined in section 2.5.

Note: Subsequent annual fees will be assessed and billed to the district every 12 months during the Term of this agreement following the System Launch Date calculated using the most current December 1 CASEMIS report at time of invoice.

Note: Anything above the standard Integration Services will have a minimum fee of \$1,000 (one thousand dollars).

6.0 TERM AND TERMINATION

This Agreement shall be in effect between the SJCOE/CEDR and the Client beginning with the Effective Date and terminating 36 months from the implementation of production ready software (System Launch Date).

Assuming timely provision of required information and required reviews and approvals as deliverables are developed, all work required to provide tested, production ready software shall be completed no later than 60 days after the signing of this Agreement. The User Acceptance Period will begin upon delivery and implementation of production ready software.

Either SJCOE/CEDR or Customer may terminate this Agreement upon at least thirty (30) days prior written notice to the other party, with such termination to be effective at the end of the current period for which Customer has paid annual fees when the notice of termination is provided. Within thirty (30) days of the effective date of termination of this Agreement, SJCOE/CEDR shall return Customer Data to Customer in an ASCII delimited file format or such other mutually agreeable format.

The provisions under which this Agreement may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

7.0 WARRENTY DISCLAIMER

SJCOE/CEDR MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING, BUT NOT LIMITED TO, THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. SJCOE/CEDR ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES OR DATA MADE AVAILABLE BY SJCOE/CEDR. CLIENT AGREES THAT SJCOE/CEDR SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS AGREEMENT, EVEN IF CLIENT HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.

8.0 APPLICABLE LAWS

This Agreement is subject to all applicable laws of the State of California, rules and regulations of the State Board of Education, and all applicable federal laws, all of which are made part of this Agreement and incorporated herein as if fully set forth. It is also subject to any amendments in such laws during the term of this Agreement. Should it be determined by a Court of competent jurisdiction that this contract of any portion of it is illegal or invalid, the contract shall be deemed terminated and both parties relieved of their obligations hereunder except the obligation of Client to pay for work already completed.

9.0 INDEPENDENT CONTRACTOR STATUS

This Agreement is between two independent contracts and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or association.

10.0 INDEMNIFICATION

SJCOE/CEDR agrees to indemnify, defend and hold harmless the Client for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence of SJCOE/CEDR.

The Client agrees to indemnify, defend and hold harmless SJCOE/CEDR for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence or the Client.

Johnny Arguelles, Director
Center for Educational Development and Research
San Joaquin County Office of Education

Date

Nancy Hauer, Superintendent
Dehesa School District

Date

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: MOU Internship with Point
Loma Nazarene University

Meeting Date: April 12, 2016

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

Background/Report:

The Dehesa School District is going to be the internship placement for Ms. Alycia Stinson, who is currently the long-term Special Day class substitute at Dehesa. Ms. Stinson will be completing her internship with Mrs. Alex as her intern support provider from April-June 2016.

Financial Impact:

The salary will change from the long-term sub rate to the internship rate.

Student Impact:

Our students will benefit from having a teacher that has been supporting them since December continue through the rest of the school year.

Recommendation:

Administration recommends approval of the Internship MOU with Point Loma Nazarene University.

Agenda Item #:VII.C.2

**University Intern Program
Memorandum of Understanding
Point Loma Nazarene University, Mission Valley Regional Center**

A. General

This Memorandum of Understanding (MOU) is entered into this 14th day of March, 2016, by and between Point Loma Nazarene University, referred to here as the University, and the Dehesa School District, referred to here as the District:

B. Parameters

The effective dates for this Memorandum of Understanding are March 14, 2016 through August 30, 2021.

Contract and monitoring responsibilities for the MOU rest with the University. If modifications are necessary within the duration of this MOU, they will be added to this memorandum by mutual written agreement of all parties involved.

All stipulations in this MOU are contingent upon the acceptance and funding of the Intern Program by the California Commission on Teacher Credentialing.

C. Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. The District and the University will form a partnership in providing coordinating services as part of the University Intern Program, serving multiple subject, single subject, and special education interns, hereafter referred to as the University Intern Program.

D. Responsibilities - General

The District agrees to:

- a) Participate in program evaluation.

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

- b) Participate in the a clearly defined selection of district support providers to participate in the University Intern Program who have the following minimum qualifications:
 - a. Valid corresponding Clear or Life Credential
 - b. Three years of successful teaching experience
 - c. EL Authorization (if intern is responsible for providing specified EL support).
- c) Provide sufficient resources, including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type or frequency of support.
- d) Clarify the intern's terms of employment, including evaluation process of site support provider (examples: retiree, contracted COE or other agency staff, current school employee). The CTC requires districts to identify an individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English Learners, for assessing language needs and progress, and to support language accessible instruction.
- e) Ensure the quality of the internship experience through the providing of professional development as outlined in Appendix A of this document. PLNU supervisors will work with the intern and intern's support provider in designing appropriate activities that support the intern's work with English Learners.
- f) Ensure that all district and site administrative staff respects the confidentiality between the support provider and the Intern teacher. Intern activities will not have a relationship to district teacher evaluation.
- g) Only hire as interns candidates who meet the requirements necessary for obtaining an intern credential.
- h) Assign the intern to positions that are authorized to be performed by holders of multiple subject, single subject, and special education intern credentials, with a load that is appropriate for a beginning teacher that will enable the adequate time necessary to complete concurrent credential coursework.
- i) Place each participating intern with a fully credentialed mentor teacher, preferably at the same site as the intern teacher and with experience in the curricular area or grade level assigned to the intern.

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

- j) Upon request of the District for good cause, the District shall notify the University of termination or change of assignment of any intern in the UNIVERSITY intern Program.

Point Loma Nazarene University agrees to:

- a) Designate a member of the faculty in teacher education to provide leadership for the University Intern Program. The University will assume the cost of a faculty member to provide leadership of the University intern program and work with the District.
- b) Ensure that intern candidates meet the requirements necessary to acquire an intern credential:
- a. Bachelors degree from an accredited school of higher education
 - b. Subject matter competency
 - c. CBEST
 - d. U.S. Constitution
 - e. 120 pre-service hours
- c) Make application for the intern credential for those meeting the requirements.
- d) Enhance the intern candidate's growth and development by providing quality coursework, seminars, and experiences to complete the preliminary credential.
- e) Provide a university coach who will make 8 visits each semester to the classroom to assist and support the intern candidate.
- f) Ensure the quality of the Internship experience through the providing of professional development as outlined in Appendix A of this document. PLNU supervisors will work with the intern and intern's support provider in designing appropriate activities that support the intern's work with English Learners.
- g) Notify the District in the event that an Intern is not maintaining enrollment and/or responsibilities in the courses to complete the Intern Program.
- h) Provide advising and transitional assistance to Interns preparing to enter the Beginning Teacher Support and Assessment induction program

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

E. Tuition

Each participating intern will be responsible for paying his/her own assessed tuition rate to the University according to a specified schedule.

F. Termination

This MOU may be terminated by either party with a written notice from the party initiating the termination. The termination notice may only apply to the future University semesters or quads, for which this MOU applies, and the MOU cannot be terminated for the semester or quad currently being taught at the time notice of termination is given. In such cases, the University and the District teachers enrolled in the Intern Program will establish a new agreement between the University and the respective candidates. In the event that the Program is terminated for any reason, the University will extend every effort to ensure candidates will be able to complete the program at the mutually agreed upon rate.

G. Insurance

- a) The University shall provide and maintain: 1) commercial general liability insurance acceptable to the District in the minimum amount of \$1,000,000 per occurrence for bodily injury, personal injury, and property damage, with an aggregate limit twice the occurrence limit; and 2) workers compensation insurance as required by the State of California including Employers Liability with a minimum limit of \$1,000,000. The University shall furnish to the District, upon request, proof of the above coverage in the form of certificates of insurance.
- b) The District shall provide and maintain: 1) commercial general liability insurance acceptable to the District in the minimum amount of \$1,000,000 per occurrence for bodily injury, personal injury, and property damage, with an aggregate limit twice the occurrence limit; and 2) workers compensation insurance as required by the State of California including Employers Liability with a minimum limit of \$1,000,000. The District shall furnish to the University, upon request, proof of the above coverage in the form of certificates of insurance.

H. Diversity Programs

The District and University agree that neither will unlawfully discriminate in the selection of, or acceptance or participation by, any Intern pursuant to this agreement on the basis of race, creed, color, national origin, religion, sex, sexual orientation, handicap, age, veterans' status, medical condition, physical or mental disability, marital status or citizenship, or any other characteristics protected by law.

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

I. Other Conditions

- a) This Agreement is not intended and shall not be construed to create a relationship of employee, agent, servant, joint venture, or association between the University, the District, and the participating interns. In addition, neither the University nor the District may assign or transfer any interest in this Agreement or use the other's name or any corporate or business name which is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party.
- b) The University shall hold harmless, defend, and indemnify the District and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorney fees), or causes of action arising from any negligent or willful act of the University, its officers, employees, agents or student teachers incurred in the performance of this Agreement.
- c) The District shall hold harmless, defend, and indemnify the University and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorney fees), or causes of action arising from any negligent or willful act of the District, its officers, employees, or agents incurred in the performance of this Agreement.

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers the day and year first herein before written.

For Point Loma Nazarene University:

Name: Kerry D. Fulcher, Ph.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106



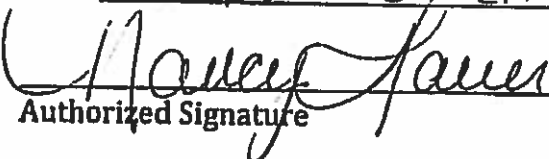
Authorized Signature Date: 3-22-16

PLNU Contact:

Name: Andrea Liston, Ed.D.
Title: Director, Intern Program
Address: Point Loma Nazarene University
3900 Lomaland Drive
San Diego, CA 92106
(619) 563-2836

For the DISTRICT:

Name (Print): Nancy Hauer
Address (Print): 4612 Dehesa Rd El Cajon, CA 92019
Title: Superintendent



Authorized Signature Date: 3-15-16

Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District

Intern Program Co-Sponsor Form

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION

Name of Program: Point Loma Nazarene University Intern Program Grant #: 984

Name of Lead Educational Agency (LEA): Intern Program

Program Director/Contact Person: Dr. Andrea Liston

Telephone: 619-563-2836

FAX: 619-563-2887

Email: AndreaListon@pointloma.edu

Signature of Program Director: _____ Date: _____

TO BE COMPLETED BY CO-SPONSOR

Type of Organization:

COE District Charter NPS CDS Code (7 or 14 digits) 37680496038095

CDS Codes available at: <http://www.cde.ca.gov/re/sd/index.asp>

Name of Organization: Dehesa School District

Mailing Address: 4162 Dehesa Rd.

City, State, Zip: El Cajon, CA 92019

Contact Person: Nancy Hauer

Telephone: (619) 444-2161

FAX: (619) 444-2105

Email: nancy.hauer@dehesasd.net

Co-Sponsor Authorized Participation Has Been Approved By:

Name of Approving Official: Nancy Hauer

Position/Title: Superintendent

Signature of Approving Official: Nancy Hauer Date: 3-15-16

By signing this form, you are indicating that you have an agreement on file that sets forth your roles and responsibilities regarding how to support the terms and conditions of the grant.

Please include a separate form for each organization that is co-sponsoring the program.

Note: For public schools, the co-sponsor agreement can be with the district. For non-public schools and charter schools, the co-sponsor agreement should be with the school.

APPENDIX A: SUPPORT AND SUPERVISION

Each intern teacher will receive a minimum of **144** hours of support/mentoring and supervision. This will be provided to each teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with pedagogy and differentiated instructional strategies to support all learners, reflection on practice leading to accelerated professional skills of the new teacher, and the use of formative assessments to guide instruction.

The intern support provider will guide the intern teacher's practice with a focus on professional teaching standards and content standards. The intern support provider will provide 80 hours of onsite support including the following:

- Meet with the intern teacher 2-2.5 hours a week for a minimum of 80 hours of annual support
- Provide support with planning, including planning with teachers and/or providing feedback to Intern(s) on weekly lesson planning
- Co-teaching or team teaching when appropriate (e.g., the first time the Intern teaches an interactive math lesson)
- Facilitate professional development opportunities designed specifically for new teachers
- Providing demonstration teaching for Intern(s) to observe
- Providing non-threatening support to Intern(s) and serving as a "sounding board" for the inevitable first-year frustrations
- Making non-evaluative classroom observations and providing feedback to Intern(s)
- Providing information on finding instructional resources
- Helping the Intern(s) connect their graduate course work, particularly classroom research and classroom management, to their classrooms
- Scripting children or the Intern in the classroom for a particular reason (special education placement, working on management/discipline, etc.)
- Video-taping the classroom for the Intern to allow the Intern to practice self-analysis and reflection and to use such video-taping for their TPA project
- Familiarizing Intern(s) with district curriculum and building instructional programs
- Helping Intern(s) learn about district and building policies and procedures
- Phone and email support

The district will provide 30 hours of onsite supervision and support that may include the following:

- Content specific coaching
- New Teacher start-up support at the beginning of the school year
- Assistance, model lessons and guidance from district academic coaches
- Help with district back to school night and parent events

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

- Release time for intern to participate in new teacher seminars, county PD and observation of veteran teachers
- Interactive journal for reflection and specific support request for interns individual professional development plan
- Weekly planning or review with grade-level PLC lead that meets mentor qualifications for intern program
- Share expectations for instructional practices, grading, and student achievement
- Establish a welcoming culture for new teachers
- Dialogue about professional effectiveness and goals, link teacher to district and site resources linked to those goals
- Check for understanding of site curriculum and allow teacher opportunities to observe veteran teachers best practice
- Instructional strategies professional development facilitated by appropriately credentialed support person
- Provide professional development opportunities aligned to district goals (co-attended by intern and qualified support person)

PLNU will provide 40 hours of supervision and support including the following (all facilitated by appropriately credentialed university support person):

- Classroom observation and coaching
- Reflective conversations to improve teacher practice
- Goal setting and individual professional development plans
- Watching and discussing teaching videos under guidance of the mentor/supervisor
- Phone/email support
- Professional discussion group(s)
- Facilitate site/district observations and learning opportunities

Support and Supervision specific to assisting interns with learning to teach English learners:

The district will work with qualified academic coaches, teacher leaders, mentors and district office administrators to provide 45 hours of the following program of support specific to assisting interns with EL students.

- Identify an individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress and to support language accessible instruction, through in-classroom modeling and coaching as needed
- Establish a school culture that makes success for ELs a central issue
- Use an appropriate EL program model and ensure that it is well understood by all interns
- Ensure that all interns are able to identify and place ELL students – train interns and check for understanding

*Memorandum of Understanding between Point Loma Nazarene University and
Dehesa School District*

- ELs require comprehensible input as they move through different stages of language acquisition and acquire English proficiency. Therefore, teachers should scaffold their instruction; use multiple methods for conveying information, particularly nonlinguistic methods; and promote student interaction that is structured and supported.
- Train intern teachers to understand and implement EL strategies that are supported by research
- Build a bridge to families and community members in order to create infrastructure for new teachers to thrive
- Ensure that intern teachers provide explicit instruction in academic language, as well as multifaceted and intensive vocabulary instruction
- ELs have background knowledge and home cultures that differ from the U.S. mainstream. Districts should ensure that intern teachers have the training and resources to use culturally compatible instruction to build a bridge between home and school. They should make the norms and expectations of the classroom clear and explicit
- Provide interns with the opportunity to observe veteran teachers best practice for teaching EL's
- Model lessons in student class specifically designed to differentiate for EL's instruction
- Facilitate professional development trainings that incorporate differentiated instructional strategies and pedagogy designed specifically for EL learners
- Partners with the county superintendent of schools EL coordinator for specific consulting and training for EL strategies and resources

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Personnel
Recommendations

Meeting Date: April 12, 2016

- 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 special education instructional assistant effective 3/13/16.
2. To hire a special education instructional assistant effective 3/14/16.

Agenda Item #:VII.F. 1-2