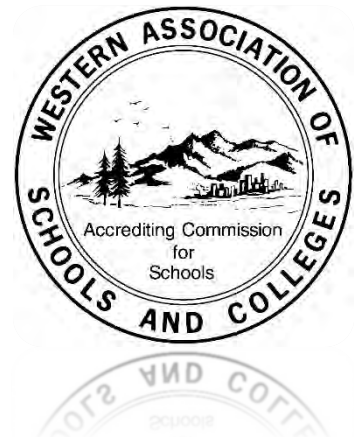


San Diego Jewish Academy

CAIS/WASC Three-Year Progress Report Responses and Action Plan



CAIS/WASC Three Year Progress Report

Introduction:

San Diego Jewish Academy is celebrating its 36th year of educating children in San Diego. Our K-12 enrollment is currently 479 students. SDJA is located in the growing Carmel Valley area in San Diego and with the growth in population in the region we have also seen significant growth in our Early Childhood Center, where we now enroll 130 children and have a waitlist. Since our previous accreditation in June of 2013 the following major changes have taken place at SDJA:

- *Vision of 2020*, our new Strategic Plan was completed
- New administrators have been hired in key leadership positions
- Our middle school was organizationally separated from the high school, with each having its own faculty

The Progress Report Process:

The major recommendations of the 2013 accreditation visit were incorporated into the thinking that informed the strategic planning and a task force was formed to address each issue. Those task forces focusing on academics contained faculty members, administration and board engagement at the appropriate level. Time was set aside to enable effective committee work and part of the annual professional development calendar was designated as set aside time to work on these major recommendations.

Recommendations about next steps were presented to the faculty and then to the lower school's and upper school's leadership teams. After review and approval, the recommendations for addressing the issues were presented to the board for their input as well. Each division of the school then did another review and approved the ideas. The Senior Leadership Team received the recommendations, reviewed them, and approved them. Each major recommendation had a group of faculty, staff and board and/or parents work on it to completion, at which point each recommendation was reviewed, accepted and implemented.

All major constituencies in San Diego Jewish Academy took part in the analysis, review and bringing to fruition the outcomes of the accreditation report.

On March 17, 2016, the report was reviewed and approved for submission to CAIS and WASC by the San Diego Jewish Academy Board of Trustees.

Responses to the Major Recommendations

1. That the administration strengthens the school's plan to address the decline in enrollment.

Evidence and Examples of Progress Made:

We applied for, and received, a two-year grant for training in how to grow enrollment. As a result of the training we organized a niche marketing approach that determined the size of our current market penetration in each segment in the school. Specialized promotional materials were designed to appeal to those markets. We held focus groups to identify potential families in those markets in which we have achieved some level of penetration, but not to the point of saturation.

We formed a new parent/teacher/administrator committee (*Atid*, the Hebrew word for future) which worked on talking points and trainings for parent ambassadors who each went out to their respective niche markets and brought families in for tours.

We instituted the Open Tent Scholarship Program (OTSP), an initiative that enables children of Jewish communal workers not currently in the school to attend at a 25% tuition cost for five years, guaranteed. This one-year program is to be used only for classroom seats that will not cause an increase in FTEs. We have attracted 17 new applicants for the 2016-2017 school year so far. We also raised community funds to offset some of the costs for this program.

We increased the number of social events held every year in each class to better connect parents to the school and each other.

Tuition assistance has set aside "strategic" dollars to enable us to recruit and enroll key members of different social circles to enroll in the school, resulting in their friends looking at the school as well, and some enrolling at full tuition.

We revamped our website to make it more admissions focused and inquiries via the website have increased from last year.

The parent tour experience has been revamped, with more specialized classroom visiting in line with parent interests. Our student shadow days have also been reimagined to enable the best possible experience for the visitor.

Inquiries, tours and applications are all trending at their highest numbers over the past 5 years.

Evaluation of Progress Made:

The school has struggled with enrollment for years. We tried a variety of approaches but they were neither systematic, nor successful. We realized that we needed guidance and were delighted to receive the grant that enabled us to hire the consulting firm along with two years of coaching and other specialized support for our efforts.

There were significant personnel issues as well. The long-time admissions director that was at the school retired right after the accreditation, and her replacement relocated with her family just this past July after only two years on the job. Our long-time admissions assistant also left the school to relocate, leaving us without anyone in the department. We brought in a veteran parent to become the assistant and launched a search culminating in bringing a new admissions director on in September. Our new admissions director is a parent of two young children in the school and is an advancement professional as well, known and much-liked by our community. Hiring her has proven to be key to much of our success as she has used the coaching wisely, and followed through with the recommendations of the consulting firm and coaches. Our assistant has also done an excellent job, learning on the fly while maintaining a smile and composure at all times.

The OTSP has given us a big publicity boost as a school that appreciates the Jewish community professionals who can not afford to send their kids to a Jewish day school. Shadow days and tours are frequent this year, sometimes as many as three individual tours in a day with four students shadowing in our classes. We are running above last year's numbers in enrollment in 10 out of 13 grade levels.

Goals for Further Progress:

Our admissions team has not completed a full year on the job. We expect to build upon our ambassador program by collecting additional data about the behaviors of our current families (synagogue attending, social circles, where they send their kids for camp, etc.)

We look to upgrade our admissions information management system to give us more timely data for reports and easier data entry to improve productivity.

We are considering having a "new parent ombudsman," a new position at SDJA for someone who will follow up with our new families throughout their first and second year to help them acclimate and to act as a concierge for any issues or concerns they might have.

Committee:

Clarice Barrelet
Keri Copans
Heidi Gantwerk
Chaim Heller
Leslie Cohen Kastner
Harry Katcher
Jami Rosenthal

- 2. That the administration develops a consistent plan for both formal and informal evaluation of faculty that includes clear feedback to teachers to help them continue to develop best practices.*

Evidence and Examples of Progress Made:

Completed. The dean of faculty convened an ad-hoc committee made up of teachers and administrators and developed a faculty evaluation tool. This was presented by the committee to the faculty at a professional development day workshop and was positively received. The lower school head followed up in the 2014-15 school year and completed a written performance evaluation for each teacher which included a professional growth plan tied to their professional goals. Faculty in the upper school are being evaluated this year for the first time and the observations have been completed.

The school distributed the ISM Faculty Culture Profile over the past two years and the scores have gone up dramatically for the current year, with 50% of the scores above the independent school norm, compared to 5% above in last year's survey .

Evaluation of Progress Made:

We followed through on our action plan exactly as written and were successful in completing the process in one year. The faculty are pleased with the results and the administrators performing the evaluations believe it has led to better teaching and better usage of our professional development dollars.

Goals for Further Progress:

We will review the protocol at the end of the next cycle of evaluations to see if there might be questions that could be improved. We will track the progress made in reaching professional goals and correlate them to the professional development opportunities given and then draw conclusions.

Committee members:

Sara Geller
Anna Falkiewicz
Claire Eisenberg
Cheryl Eisen
Sheryl Rabinowitz
Esther Yeshanov
Kelli Cox
Daniella Marks
Mickie Targum
Kristina Foucher
Mike Quigley

3. That the administration strengthens curricular articulation and alignment between the lower and upper schools

Evidence and Examples of Progress Made:

This will be completed in the coming months. Our dean of faculty convened a Program Development Committee in the summer of 2013 and worked with the department chairs of the upper school and representatives from the lower school. The goals of each strand of the curriculum were re-evaluated and affirmed or changed. Full programmatic alignment was adopted K-12 in mathematics, science, language arts, social studies, physical education, Judaic studies (in process,) Hebrew (in process,) and music.

Evaluation of Progress Made:

Aligning curriculum was easy in theory but not in practice. Two teachers were unable/unwilling to make the adjustments to the new program and chose to leave the school. The school though feels fully aligned, with teachers speaking to each other about the curriculum in a thoughtful, long-term manner. The parents are pleased with the changes and the dean of faculty who led the process engendered a great deal of trust and support from all faculty and is now the head of the upper school.

Goals for Further Progress:

Hebrew language instruction remains one of the more complex curricular areas as the lower and upper school curricula are dramatically different and do not complement each other. There are no K-12 Hebrew curricula currently on the market and we are looking at options for the coming year. This remains an important program for us to align properly. Judaic studies alignment will be completed by June.

Committee Members:

Michael Quigley
Kelley King
Kelli Cox
Barb Hopkins
Kristine Schneid
Cheryl Eisen
Sarah Rines
Irene Lerner
Shelly Moses
Stephanie Hill
Sarah Greenstein
Jeremy Toren
Shani Abed

- 4. That the administration and technology department develop a plan to integrate technology into the classroom and educational program to make it more readily available to the students and teachers.**

Evidence and Examples of Progress Made:

EdTech committees were formed in both the lower and the upper schools. Mission and vision statements were developed for each and then blended into one. The various devices on the market were examined and evaluated for effectiveness with the needs of the divisions. Those educational needs drove the adopting of different technologies, with the lower school utilizing iPads and Chromebooks and the upper school using PCs. The upper school adopted a “bring your own laptop” (BYOL) approach to technology and the IT department has been able to support the devices as needed. We are currently evaluating different digital libraries for inclusion beginning in spring 2016. We are now offering online courses in foreign languages and will add offerings in Judaic studies for the coming year.

As part of our initiative to upgrade the technology we received a significant grant from the Legacy Heritage Fund which allows us to upgrade the technology in our science labs.

Evaluation of Progress Made:

Golda Meir Lower School - Fifty Chromebooks were purchased for the lower school in the summer of 2014. The lower school EdTech committee is currently studying various options to replace the aging iPads for the 2016-2017 school year. Four Sharp Aquos interactive boards are being successfully piloted in 4th grade. STEM programming, including Project Lead the Way, is providing technology-infused learning opportunities for children, including coding for students at all ages. A part-time technology specialist provides job-embedded training for teachers and direct instruction to students.

Maimonides Upper School – The upper school adopted a bring your own laptop (BYOL) program in 2014 and made it mandatory for all students grade 6-12 to bring a laptop to school every day. Within this program, a computer usage agreement and device technical specifications were developed to support the usage of computing devices in the upper school. All upper school faculty were issued PC laptops for professional use.

Upon the conclusion of implementing the BYOL program, the upper school EdTech committee embarked on developing a *Portrait of a Computing Graduate* document. The outcomes described in that document are being integrated in the upper school curriculum. In addition to integration, a middle school course in the basics of educational computing skills is offered as an elective.

Professional Development (PD) for upper school faculty has been enhanced by carving out specific time during teacher week in August and periodically during faculty collaboration time. Faculty PD is designed in collaboration with the SDJA IT department and the upper school educational leadership team.

Goals for Further Progress:

We need to develop and implement a plan for device replacement/recycling at the lower school. We also need to continue to develop curriculum that infuses technology in the areas of curation, collaboration, communication and presentation.

In the upper school, we will continue to provide PD for faculty that emphasizes good practices in EdTech classroom integration. We will introduce a mandatory course in student computing for all middle school students in the fall of 2016. At the end of the 2015-16 school year, we will review the Sharp Flat Screen Interactive Classroom Device pilot for possible replacement of the existing classroom Smart Board System.

Committee Members:

Shifra Baltinester
Michael Quigley
Kelley King
Skip Carpowich
Cheryl Eisen
Claire Eisenberg
Tommy Collins
Stuart Pollock
Esti Yeshanov

- 5. That the school explore an expansion of the library facilities for middle and high school students to provide an adequate indoor gathering space for research and individual and group study to support their education.***

Evidence and Examples of Progress Made:

School administrators attended professional development courses on reimagining library facilities, toured several state-of-the-art library facilities, and engaged outside professionals with expertise in this area. We then convened a focus group meeting that included students, faculty, administrators and outside professionals to discuss the needs and desires for the upper school library. The initial feedback was to provide an open, usable and flexible space for students to study individually and in groups, with resources and amenities easily available. The stacks of unused reference books and shelving units were removed from the library, providing an open and flexible study space. Internet stations were added throughout the room, which is Wi-Fi enabled. At the request of students, dedicated printers and a water bottle-filling station were also added.

We convened a second focus group meeting with the same participants to further plan for the kinds of study and activity that students would actually undertake in the library. Outside professionals facilitated an interactive design session with students that led to a space plan and selection of first-class furnishings to accommodate these activities. The furnishings were

recently ordered, and will be arriving and installed soon. In total, we have invested approximately \$20,000 in this phase of improvements.

Evaluation of Progress Made:

The library is now used by dozens of students every day as a quiet workplace for themselves and for work groups, and we expect that count to increase when the new furnishings arrive in April. The inclusion and empowerment of students in the design and planning process has resulted in a high level of interest in the library as a hub for individual and group study.

Goals for Further Progress:

We are beginning a campus master planning process that will include student, faculty and community engagement, and the library will be at the center of those efforts. Tentative plans include use of adjacent spaces and rooms to expand the footprint and utilization of the library, and the possible creation of a “genius bar” program to leverage student interest in technology to create a support system for computers, software and hardware that is run and managed by students.

Committee members:

Michael Quigley
Kelley King
Anna Falkiewicz
Yvonne Webber
Shifra Baltinester
Skip Carpowich
Ashika Thomas
Rachel Rozenfeld
Daniel Lurie
Grace Calderon
Nadav Kempinski
Rachel Kornberg
Erica Roman

San Diego Jewish Academy Action Plan – Updated as of 3/1/16

School Action Plans:

1. Enrollment
2. Faculty Evaluation
3. Academic Program Alignment
4. Technology: Instructional and Administration
5. Social and Emotional Education
6. Expansion of Library Facilities

School Action Plan: Enrollment

Updated as of 3/1/16

As per the description in section 2 above, we are moving forward with the Partnership for Excellence in Jewish Education (PEJE) consultancy and have seen results in our niche marketing and OTSP approaches.

Sept. 1 – March 1	2014 – 2015	2015 – 2016	2016 – 2017
Tours on Campus	59	87	NA
Applications	63	79	NA
Enrollment of 4 yr old/PK -12	496	505	<i>511 projected</i>

We have followed through on all of our action items from the original action plan. The revised plan is below.

Area for Improvement:

Develop plans to increase enrollment.

Major Recommendations from the Visiting Committee:

That the administration strengthens the school's plan to address the decline in enrollment.

Rationale:

SDJA enrollment has decreased for several years. The school has adjusted financially to accommodate the decrease, and finds itself in good financial shape, but the lowering of enrollment has created other issues such as lessening of the diversity of course offerings, more per capita needs for learning resource support, and a decrease in morale.

Impact on Student Personal and Academic Growth:

Increasing enrollment of mission-appropriate students would enable greater diversity of course offerings in the upper and lower schools, more social diversity and would create institutional stability after several years of decreasing numbers, particularly in the lower school.

Specific Steps Remaining in the Action Plan:

Steps	Date	Person Responsible	Resources
Commission and complete parent surveys	Spring 2016	Head of School	Available, approx. \$10K
Determine main areas needing improvement in survey	Summer 2016	Head of School, Senior Leadership Team	None
Focus on areas and develop plans to address	Summer 2016	Head of School, Principals of MUS and GMLS, and 2 teachers from each division	Minimal \$ for support
Review ambassador program and identify areas that need improvement	Spring 2016	Admissions Director, ATID committee, (recruitment and retention committee)	None

Ways of Assessing Progress:

Progress will be assessed by comparing attrition statistics year over year as well as enrollment data and parent satisfaction from the survey.

Means of Reporting Progress:

Throughout the school year, the administration will continue to report to the Board and to the school community on admissions, retention, and the overall recruitment process. In addition, the school will inform the Atid committee in their meetings about trends in the enrollment funnel.

School Action Plan: Faculty Evaluation**Updated as of 3/1/16**

There is now a successful faculty evaluation and support system in place, in line with the goals of the Action Plan. Faculty morale as measured by the ISM Faculty Culture Survey has improved significantly and SDJA now scores above the independent school median in ten out of twenty categories, whereas we previously scored at or above median in only one. Faculty attrition is also down.

This item has been successfully completed.

School Action Plan: “Academic Program Alignment”

Updated as of 3/1/16

The SDJA curriculum is now aligned K-12 in all areas of the general studies curriculum with work ongoing in the area of Hebrew and Judaic studies. The school is hiring a full-time director of our new Judaic Studies Institute who will lead the development and implementation of a fully aligned K-12 Hebrew program. The current faculty will complete the alignment in the areas of Prayer, Ritual, and Holidays in the Judaic studies curriculum by the end of June. We believe that this issue has been successfully addressed in our action plan.

School Action Plan: “Technology”

Updated as of 3/1/16

There is much evidence of long range planning now in place. The divisions have formed educational technology committees that meet regularly throughout the year to integrate technology throughout the curriculum. Devices are chosen based on their ability to serve the educational needs of the students and the subject matter. Expectations by division have been set for technological competence and faculty have been given support from staff within and outside of the school. Specific graduation requirements are in formation for school approval. We believe that this issue has been successfully addressed in our action plan.

Area for Improvement:

Instructional and administrative technology.

Major Recommendation from the Visiting Committee:

That the administration and technology department develop a plan to integrate technology into the classroom and educational program to make it more readily available to the students and teachers.

School Action Plan: Expansion of Library Facilities

Updated as of 3/1/16

The school has committed the resources needed to study the issue and has launched a comprehensive review of the needs of our middle and upper school students. Faculty and the students themselves have been involved in planning and designing what they would want their library to be. We have completed the process and now have very attractive and useful study and resource spaces within our library for MUS students.

The campus strategic master plan process will begin in the spring and conclude its planning by the fall, at which time the remodeling of the library will be our highest priority. We believe that this issue has been successfully addressed in our action plan.

Major Recommendation from the Visiting Committee

That the school explore an expansion of the library facilities for middle and high school students to provide an adequate indoor gathering space for research and individual and group study to support their education.

Rationale:

The Visiting Committee made a recommendation (above) that we explore this idea, which had not been part of our thinking for the future.

School Action Plan: Social and Emotional Education

Updated as of 3/1/16

The school added a full advisory system for the middle school in the 2013-14 school year, increasing tuition by 7.5% to enable us to add the FTEs required to make this happen. A curriculum, "Developmental Designs," was implemented and has been placed under the responsibility of the dean of students who has done an excellent job of training teachers and supporting the program.

We are expanding this advisory program to the high school in the fall of 2016. There will be developmentally-appropriate adjustments made to continue the important work begun in middle school. Additionally, we have increased staffing in the dean of students' office and now have an assistant dean who will take over the full implementation and support of the advisory program for grades 6-12 beginning in the fall.

The elementary grades have developed a guidance program based upon the concepts in Development Design in an age-appropriate manner, and we have seen success. The lower school head introduced a broad band of positive reinforcement activities developed by the author Kelley King (who is also the lower school head) and that has resulted in a significant decrease in misbehavior and students being involved in disciplinary issues, along with an uptick in retention and student satisfaction as measured anecdotally.

Additionally, the school added another part time counselor who assists in the day-to-day responsibilities and does work with a few small groups in need.

While there is always work to be done, we feel that this issue has been successfully addressed in our action plan.

ECC Strategic Plan Action Items

Program

- Ensure that we meet the developmental and educational needs of each child in the most nurturing environment imaginable.
 - Review classroom experiences to ensure they emphasize nurturing and loving of children.
 - Learn about each child so we can create the most nurturing experience possible.
- Ensure that our curriculum provides children with the academic and emotional foundation to be successful in on-going schools and as lifelong learners.
 - Increase engagement with GMLS experiences, specialists
 - Determine how ECC can best prepare the whole child to flourish in GMLS

Jewish Literacy

- Enhance the ECC Jewish educational experience so it is both developmentally appropriate and a strong foundation of our children's Jewish identity
 - Determine how best to incorporate Hebrew in day to day experience
 - Consider bringing Judaic specialist in ECC

Facility

- Re-envision the characteristics of a premier Early Childhood Center and develop and implement a plan to achieve these high standards.
 - ECC site committee to be formed and to oversee the project
 - Add a playground that is exceptional
 - Classrooms and outdoor play-space to be upgraded where needed
 - Ensure a safe and secure environment for all children and adults.

Faculty

- Recruit, retain and support career-minded preschool educators, and set a compensation system that supports this goal.
- Develop a robust program of ongoing professional development that is commensurate with the K-12 program.

Community

- Enhance the vibrant sense of community that connects ECC families to each other and to the larger "One School" vision of SDJA.
- Determine ideal size of pre-school and Beit Yeladim within the ECC.



STRATEGIC PLANNING COMMITTEE REPORT

San Diego Jewish Academy Strategic Planning Implementation

Status Dashboard 2015-2016 Progress Report

Status as of: March 17, 2016

Strategic Focus/Objectives	Status				\$\$\$ Impact		Notes (for bolded items, refer to additional notes on next page)
	Start	End	Cost	Prog.	Scale	1 time	

1. Educational Program

1 K-12 Align, Rigor, High Achieving	2014	2017	●	●	\$\$	Multi	Aligned most curriculum K-12, increased GMLS internal testing
2 Creativity, Innovation, Entrep.	2014	2016	●	●	\$\$	Multi	Developing business class for 16-17, design thinking in place
3 21st Century Learn/Teach	2015	2016	●	●	\$\$	Multi	Increased collaboration, communication in the plans
4 Athletics and Health	2016	2017	●	●	\$	1X	Increase to 5th grade athletics, added teams, 82% play
5 The Arts	2015	2017	●	●	\$\$\$+	1X	Planning process for 16-17 substantially complete

2. Jewish Knowledge, Literacy and Culture

1 Fill SDJA w/ J. Culture, Values	2014	2016	●	●	\$\$	1 X	Israel Week successful, scholar-in-residence, AIJS progress
2 Israel & Jewish World Engagement	2015	2016	●	●	\$\$	Multi	Ongoing
3 JS and Hebrew Curric Excellence	2014	2017	●	●	\$\$	NA	Added new honors course, online learning opportunities

3. Our Students

1 Develop Admissions Standards	2015	2016	●	●	\$	1 X	Admissions standards written, clarified
2 Reduce Attrition Rate to 5%	2014	2016	●	●	\$	1X	Attrition rate calculation method being reviewed to ensure consistency/comparability
3 Determine Revised Class Size	2014	✓	Complete				K-5, 40 per grade level. 6-8, 54 per grade level, HS 60 per grade level
4 Increase Enrollment K-12	2014	2016	●	●	\$	Multi	Tours up by 30% YTY, apps up 30% from FY15, OTSP interest robust

4. School Community, Diversity and Character

1 Dev. Community/Kehillah Program	2015	2016	●	●	\$	Multi	Ongoing
2 Dev. Appreciation of Diversity	2014	2017	●	●	\$	1 X	Programming in the planning stages
3 Expand and Support the PTO	2015	2016	●	●	\$	Multi	PTO dues/budget increased for 16-17, P-12 alignment in process

5. Faculty and Staff

1 Faculty Evaluation System	2014	2016	●	●	\$	Multi	Ongoing and in implementation
2 SD Median Compensation	2015	2018	●	●	\$\$\$+	Multi	On track with successive annual increases of 3%-4%; 401k benefits enhanced
3 Increase Professional Development	2014	✓	Complete				We are at 2% of total budget, robust support for K-12

6. Facilities and Campus

1 Improve and Upgrade as Needed	2017	2017	●	●	\$\$\$+	Multi	Various improvements made/in progress; new Campus Master Plan process
2 Evaluate Through "Green" Lens	2015	✓	Complete				Environmental review completed, changes made as budget allows

7. School Resources and Advancement

1 Complete Debt Campaign	2014	2018	●	●	\$	1 X	On target for completion by 17-18
2 L-T Financial Plan/Sustainability	2015	2016	●	●	\$	1X	Sustainability Task Force recommendations now guiding strategic financial plans
3 Non-Tuition Revenue Development	2015	2017	●	●	\$\$	Multi	PEJE GFA grant near completion, new fundraising models taking hold

Legend: Status

Legend: Financial Impact

"Rethink/re-envision"- significant delay, budget or goals in jeopardy	\$ < \$10K	1 X = One Time expense
"Caution"- issues will need to be resolved	\$\$ > \$10K	
Substantially within stated schedule, budget, goals	\$\$\$ > \$100K	Multi = Continuing expense
Completed	\$\$\$+ > \$500K	



Strategic Plan Selected Objectives – Progress Notes

March 17, 2016

Objective 2.1

Permeate the school with the language, meaning and actions of Jewish culture and values

- New holiday programming for Chanukah throughout school
- Highly successful inaugural Israel week.
- Week-long visit by Rabbi Nathan Laufer, SDJA scholar in residence
- Hartman Courses taught on Sundays and Thursdays to students and parents

Objective 2.3

Deepen engagement and excellence in Judaic studies throughout the K-12 program

- Online Judaic Studies Consortium, SDJA charter member
- New honors course piloted in 8th grade
- 2016-2017 courses to include new options
- AIJS fundraising taking place, would add many opportunities and pathways for students

Objective 3.4

Achieve increased enrollment in all three divisions

- Prospective family tours up from 48 to 68 over last year to date (as of Feb 1)
- Applications for new families up from 72 to 74 over last year to date (as of Feb 1)
- 17 Open Tent Scholarship applicants to date

Objective 6.1

Provide for the facility needs of the SDJA educational program and community

- GMLS and MUS science classroom upgrades: grant obtained, specific plans
- Sharp AQUOS Boards successfully piloted this year, more to be added
- Initial library renovations completed, new furnishings on order with student input
- Hockey rink renovations (new Sport Court surface and windscreens installed)
- Student amenities being added (outdoor furnishings, water stations, printing resources)
- Process has started for developing a long-range campus master plan
 - Steering committee to be formed included Board representatives
 - Candidate architectural and master planning firms identified, RFP to be developed



BOT DASHBOARD & METRICS

2015-16 Board Goal #3

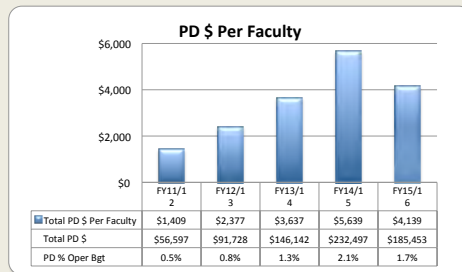
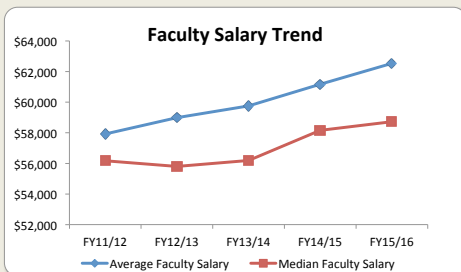
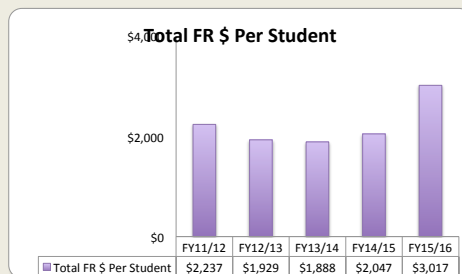
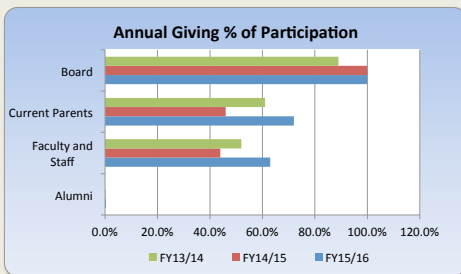
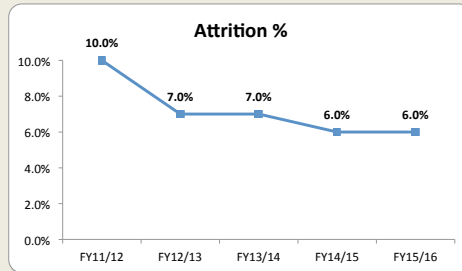
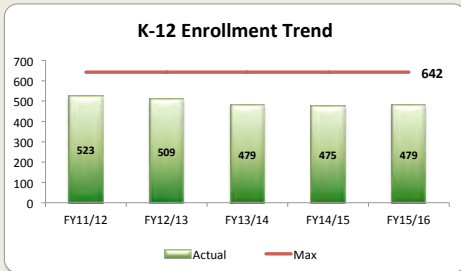
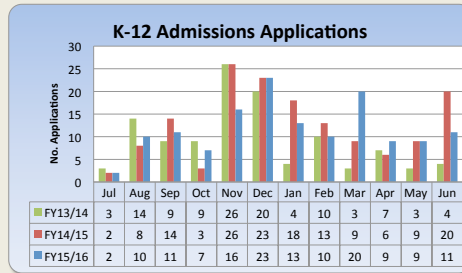
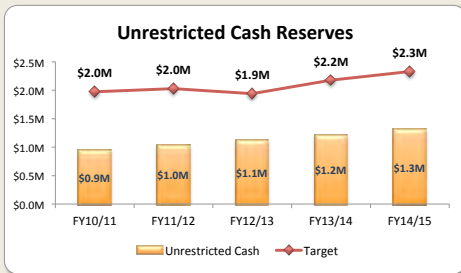
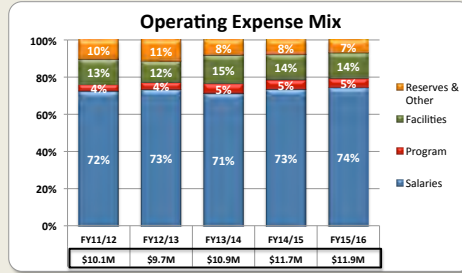
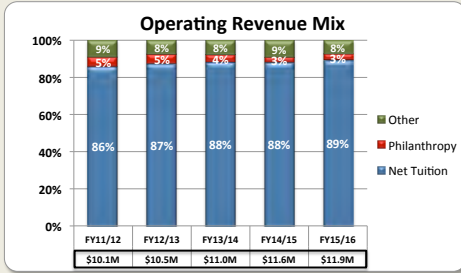
Strategic Plan “Dashboard” Tracking

The Board will work with the CFO/COO to translate the strategic plan into annual progress milestones and develop in concise report format dashboard indicators of progress for the key initiatives which will be reported on quarterly (or more frequently if appropriate) by appropriate SDJA Staff and Board committee members at Board meetings. The goal is to increase Board members’ connection and knowledge to the strategic plan and enhance their ownership of the plan in conjunction with their Staff partners. It is expected that these indicators will include enrollment, tuition revenue, development revenue, rental revenue, key expenditure indicators, as well as programmatic milestones.

The attached BOT Dashboard is a prototype designed to provide key indicators aligned with goals and objectives in SDJA’s *Vision of 2020* Strategic Plan. Most data on the dashboard is verified (data included on enrollment applications and attrition is still under review). We would like to receive feedback from the BOT on this first draft, and desired changes and additions.

Also attached are several of the dashboard templates that Russell created and presented to the BOT in October 2015. Some but not all of the data has been entered. We will continue to enter and validate the data on these templates, and refine content so they provide meaningful metrics toward bridging the BOT’s current “information gap.”

BOT Dashboard As of March 17, 2016



ENROLLMENT

	2011/2012	2012/2013	2013/2014/	2014/2015	*2015/2016
GMLS					
Start - First day of School	223	191	171	172	173
*Attrition - Voluntary	pending	pending	pending	pending	pending
*Attrition - Involuntary	pending	pending	pending	pending	pending
Gained to date	Pending	Pending	Pending	Pending	Pending
End - Last day of school	226	190	169	171	173
MUS					
Start - First day of School	289	311	314	304	297
*Attrition - Voluntary	na	na	na	na	-2
*Attrition - Involuntary	na	na	na	na	
Gained	na	na	na	na	7
End - Last day of school	297	319	310	304	302
Kindergarten	30	26	26	21	29
Grade - 1	33	32	27	33	29
Grade - 2	33	30	26	28	38
Grade - 3	30	31	31	26	31
Grade - 4	49	29	29	29	23
Grade - 5	51	42	30	34	27
Grade - 6	35	51	38	35	37
Grade - 7	42	41	55	39	41
Grade - 8	52	43	39	49	37
Grade - 9	42	48	45	41	49
Grade - 10	37	49	46	45	43
Grade - 11	52	39	49	48	47
Grade - 12	37	48	38	47	48
	523	509	479	475	479

FACULTY

Survey

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Average K-12 Salary	58,354	57,920	58,992	59,761	61,174	62,535
Median K-12 Salary	55,377	56,166	55,801	56,194	58,163	58,726

Faculty Count

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
ECC						
Start	3.00	6.79	14.11	16.96	21.32	20.21
Attrition - Voluntary				-1.00	-1.00	
Attrition - Involuntary					-1.00	
Gained						
End	3.00	6.79	14.11	15.96	19.32	20.21
GMLS						
Start	18.85	19.16	17.09	15.85	16.90	18.23
Attrition - Voluntary						
Attrition - Involuntary						
Gained						
End	18.85	19.16	17.09	15.85	16.90	18.23
MUS						
Start	21.67	21.00	21.50	24.33	24.33	26.58
Attrition - Voluntary						
Attrition - Involuntary						
Gained						
End	21.67	21.00	21.50	24.33	24.33	26.58

Fundraising

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Annual Campaign	\$ 513,823	\$ 524,995	\$ 502,704	\$ 419,374	\$ 380,809	\$ 608,064
Directed	\$ 368,708	\$ 491,956	\$ 382,034	\$ 373,302	\$ 487,346	\$ 606,654
Federation	\$ -	\$ 153,227	\$ 87,642	\$ 111,675	\$ 104,356	\$ 102,738
Total	\$ 882,531	\$ 1,170,178	\$ 972,380	\$ 904,351	\$ 972,511	\$ 1,317,456
Annual Campaign / Participation Rate						
Participation Rate - Board	100%	100%	100%	89%	100%	100%
Participation Rate - Current Parents	60%	68%	59%	61%	46%	72%
Participation Rate - Faculty and Staff	58%	40%	64%	52%	44%	63%
Participation Rate - Alumni	0.4%	0.3%	0.8%	0%	0.2%	0.4%
Participation Rate - Grandparents	-	20%	17%	14%	9%	7%
Participation Rate - Parents of Alumni	12%	5%	5%	4%	4%	8%
Annual Campaign / Dollars						
Board	\$ 69,270	\$ 74,467	\$ 63,608	\$ 42,564	\$ 60,348	\$ 126,041
Current Parents	\$ 273,635	\$ 256,936	\$ 208,688	\$ 169,508	\$ 137,793	\$ 150,981
Faculty and Staff	\$ 12,135	\$ 11,582	\$ 10,969	\$ 12,124	\$ 14,814	\$ 15,624
Alumni	\$ 450	\$ 36	\$ 900	\$ -	\$ 54	\$ 118
Grandparents	\$ 99,852	\$ 71,059	\$ 88,949	\$ 84,804	\$ 81,228	\$ 75,900
Parents of Alumni	\$ 31,065	\$ 29,935	\$ 65,152	\$ 36,829	\$ 33,786	\$ 65,847

AUDIT COMMITTEE REPORT

March 17, 2016

Proposed Candidate to join SDJA's Audit Committee

At the Board meeting, Ben Handler, Chair of the Board's Audit Committee, will recommend the appointment of Eduardo Podolsky to the Audit Committee. A copy of Eduardo's resume is attached for the Board's reference.

EDUARDO PODOLSKY

5354 Ruelle de Mer
SAN DIEGO, CA 92130
portlogan@gmail.com

EDUCATION	University of Chicago Booth School of Business (formerly Graduate School of Business) Master in Business Administration/General Management Latin American-Hispanic MBA Association, General Management Group and Toastmasters Group	Chicago, IL June 1997
	Universidad Iberoamericana Bachelor of Science in Industrial and Systems Engineering	Mexico City May 1992
PROFESSIONAL EXPERIENCE	LLJ Ventures Private Equity firm with a strong focus on Commercial Real Estate Opportunities <i>Vice President, Asset Management</i> Responsible for the day to day operations of all of our assets under management Including all real estate properties and operating businesses	San Diego August 2012- Present
	Bio Organic Technologies, Inc. Startup company to develop and commercialize organic products for Agriculture, Human and Veterinary Medicine <i>CEO</i>	San Diego March 2010 – December 2012
	EP Consultants Management Consultant firm <i>Founder & CEO</i> Performed diagnostics and implemented changes in administrative practices for medium sized companies with information and control problems	Mexico City June 2008 – December 2012
	Poliproductos de Mexico Manufacturer and Seller of Plastic Molded Foams, Promotional Products and Polyester microfiber cleaning products <i>General Director (CEO)</i> <ul style="list-style-type: none">• Doubled sales volume and profits between 2006-2008• Created new lines of business to grow sales, these lines were: promotional products and cleaning products• Re-engineered the company's structure to reduce costs, eliminate inefficiencies and prepare the organization to commercialize products that the company doesn't manufacture	Mexico City March 2002 – June 2009
	<i>Commercial Director</i>	June 1998 – March 2002
	Ryerson-Tull, Inc. Metals dealer and service center <i>Strategic Planning and Special Projects Manager</i> <ul style="list-style-type: none">• Implementation of the program "Train the trainer" for the reduction of errors in sales• Development of the training program "Reducing Errors in Sales"• Planned and developed the 1st phase of the Call center for house customers• Automation of the Aluminum and Bronze trend analysis system	Chicago, IL August 1997- June 1998
TEACHING EXPERIENCE	Universidad Iberoamericana <i>Teacher (Corporate Finance II)</i> Centro Empresarial del Plástico Certification in Plastics (XVI Module- Foamed Plastics)	Mexico City January 2008- May 2009 México City August 1998-June 2009

VOLUNTEER
WORK

Ken Jewish Community
Treasurer and Executive Committee Member

San Diego, CA
June 2011-Present

House of Israel at Balboa Park (www.cottageofisrael.com)
Treasurer

San Diego, CA
November 2010- Present

Colegio Hebreo Sefaradi (Day School)
Treasurer

Mexico City
August 2005 – August 2010

Fundación Oscar Litwak (Oscar Litwak Foundation- Mexico Chapter)

A foundation to procure funds, build and maintain playrooms in public hospitals
Treasurer

Mexico City
September 2003 – November 2008

CDI (Sports and Social Jewish club)
Communication Committee- Vice President
Activities Committee- Vice President

Mexico City
October 2000 – September 2002
October 1998 – September 2000

University of Chicago Graduate School of Business

Orientation 1996 Co-Chair

Chicago, IL
May 1996 - September 1996

- Worked with the Dean of Students Office to arrange the calendar.
- In charge events for Orientation '96.
- Coordinating visit to the Chicago Board of Trade.

Boy Scouts, Group 43 (member for 17 years 1974-1991)
Scout Master and Group Leader

Mexico City
January 1990 - December 1991

- In charge of a group of more than 300 kids, ages 7 to 21.

ADDITIONAL
INFORMATION

Authorized to work in Mexico and the United States
Languages: Completely fluent in Spanish, English and Hebrew.
Enjoy photography, scuba-diving, bicycling, tennis and travel.
