



School Accountability Report Card School Year 2002/2003

DEL MAR UNION SCHOOL DISTRICT

Board of Trustees: President, Barbara Myers • Clerk, Janet Lamborghini • Linda Crawford, Annette Easton, Peggy Yamamoto

School Information		District Information	
School Name	Del Mar Heights School	District Name	Del Mar Union School District
Principal	Wendy Wardlow	Superintendent	Thomas F. Bishop
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Message from the Principal, Wendy Wardlow

Nestled on a bluff overlooking the rugged Torrey Pines State Reserve and the sparkling Pacific Ocean, Del Mar Heights School enjoys a magnificent vista that offers daily inspiration to our school community. Del Mar Heights School, located in north coastal San Diego County, is one of six elementary schools in the Del Mar Union School District. Our school educates 477 students (as of Oct. 2, 2002) in grades K-6 within 22 regular classes and 2 Special Day classes. Our teachers and parents have high, clearly articulated, academic expectations for each child and our API scores reflect the success of our students. However, our focus reaches beyond the academic achievement of all students. We strive to educate and inspire children who are not only intelligent, but who will make wise choices throughout their lives. We are proud that Del Mar Heights was recently honored as a California Distinguished School.

Del Mar Heights School is continually evolving as we build upon an accomplished 33-year heritage. We are committed to provide a challenging, yet nurturing, environment for each child that fulfills our vision of educational excellence. While the exterior view is impressive, the depth of learning within our Global Village surpasses the view. We invite you to learn more about Del Mar Heights School where, *"We think the world of our children, and put the world at our children's fingertips."*

School Description and Mission Statement

Del Mar Heights School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, computers, science, and P.E., as extensions of the classroom. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the Governor's office.

We are particularly proud of our ability to develop unique programs, which address current educational issues in order to provide students with the skills needed to become productive citizens

in today's rapidly changing society.

These programs include:

- Educational seminar groups, school clubs, student government
- Technology (computer enhanced learning)
- Science Lab (interactive opportunities emphasizing process skills)
- Parent Information Evenings

Students are provided with additional opportunities to extend and enhance their learning through a variety of events and programs. Approximately 8 to 10% of our students are in the Special Education program, Resource program or Speech program. Students who are English Language Learners are provided with learning activities that are consistent with local, state and federal mandates.

Mission Statement

Our mission at **Del Mar Heights** Elementary School is to develop an environment and curriculum which fosters the growth of students in becoming creative thinkers, innovators, and responsible members of society; and to instill in all students a strong sense of self-worth; a commitment to reach the highest levels of excellence in academic achievement and physical and emotional growth, and a genuine concern for others.

Through staff dedication, parental support and community involvement, we challenge our students to **SOAR TO NEW HEIGHTS.**

Our priorities are to:

- Recognize and provide for individual differences and learning styles of all students, offering opportunities to develop and apply critical thinking skills in achieving academic excellence.
- Provide activities which foster decision-making, and which develop citizenship skills that promote a respect for others and appreciation for our democratic society.
- Maintain a physically and visually motivating environment focusing on student needs and using student created projects to enrich this environment.
- Encourage staff to augment the classroom experience by sharing personal skills and talents.
- Involve parents and community in the cooperative planning of projects, programs, and activities that enhance and support the total school program.



District Strategic Plan

In June 1999, the Board of Trustees approved a five-year Strategic Plan, which identified the top District goals for 1999-2004. These goals include:

- Program improvement
- Additional staff development
- Improved technology use/access
- Development of additional funding source/reduction in transportation expenses, and
- Development of a facility master plan for new construction and modernization.

During the 2002/2003 school year, the District Strategic Plan will be updated to reflect areas that have been successfully implemented since 1999 and to add a new goal for communication. A copy of the DMUSD Strategic Plan is available at the Ashley Falls School office.

Site Strategic Plan

The Del Mar Heights Strategic Planning Team members unanimously approved Action Plans for the following goals:

Curriculum: Through a **global theme**, the curricular program will be enhance and the needs of the whole child will be met.

Collaboration: Teachers will regularly **collaborate** sharing student learning and curricular issues within and across the grades.

Service Learning: All students shall have at least one **service learning** experience per year as measured by student journals, which reflect and capture their experiences.

A copy of the Del Mar Heights Strategic Plan (with the detailed objectives for each goal area) is available at the Del Mar Heights School office.

Opportunities for Parental and Community Involvement

Contact Person Name	<i>Wendy Wardlow</i>	Contact Person Phone Number	<i>(858) 755-9367</i>
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Del Mar Heights School strongly supports community involvement through:

- **The School Site Council** – an advisory group composed of parents and staff, which meets monthly to provide opportunities for community input on school programs.
- **The PTA** – which meets monthly and provides support for school programs and activities.
- **Parents** – who are welcome to participate in their child’s education by serving as volunteers in the school.
- **Students** – whose involvement in their community and environment is encouraged by recycling aluminum cans to benefit the San Diego Zoo’s CRES Program and Scripps Aquarium.
- **Local Businesses** - which support district students and programs.

I. Demographic Information

Student Enrollment, by Grade Level (as of Oct. 2, 2002)

Grade Level	Enrollment
Kindergarten	70
Grade 1	77
Grade 2	58
Grade 3	57
Grade 4	74
Grade 5	78
Grade 6	63
Total Enrollment	477

Student Enrollment, by Ethnic Group

The percentage of students in the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	10	2.1%	Hispanic or Latino	23	4.8%
American Indian or Alaska Native	0	0	Pacific Islander	0	0
Asian-American	66	13.8%	White (Not Hispanic)	377	79.0%
Filipino-American	1	.2%	Other	0	0

II. School Safety and Climate for Learning

School Facility and School Safety

Review of Safety Plan	<i>Continuous</i>	Discussions with Staff	<i>Continuous</i>
<p>Del Mar Heights School provides students with a safe, clean facility for learning. Classrooms at Del Mar Heights are appropriate in size to accommodate the needs of elementary students and teachers. Classroom environments are conducive to learning and teaching. Del Mar Heights has specialized music, art, and technology classrooms.</p> <p>The district modernized Del Mar Heights School over the summer of 2000, creating a "state of the art" school. Part of the modernization included an energy retrofit that brought new lighting and HVAC systems to all classrooms.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Del Mar Heights' discipline guidelines reflect our district policy which views discipline from a positive standpoint, and is based on the belief that the best way to eliminate behavior problems is to develop school programs which challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-discipline, and self-government. Each month our students learn about a different character trait introduced at a monthly school-wide assembly.</p> <p>General policies regarding homework and discipline are communicated at Back to School Night presentations, communications with parents throughout the year, and a Student Handbook.</p> <p>The school programs and practices that support the classroom teacher and promote a positive climate for learning include the following: computer program, library program, Here's Looking at You 2000, Read-a-Thon, Celebrations of Learning, student assemblies, science lab, Torrey Pines Canyon trail walk, Geography Olympiad, Science Fair, creative writing centers, extended studies seminars, sports day, artist-in-residence program, California Mathematics League, cross-age tutoring, career awareness, counseling, mentor teacher program, and principal/student lunches. Each month our students learn about a different character trait introduced at a monthly schoolwide assembly.</p>

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	0	1	0	0	16	5
Suspensions (rate)	0	.19%	0	0	.52%	.15%
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0	0	0	0	0	0

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	75	75	n/a	75	79	n/a	32	32
3	n/a	71	77	n/a	79	75	n/a	30	34
4	n/a	84	80	n/a	80	83	n/a	33	36
5	n/a	80	79	n/a	76	74	n/a	29	31
6	n/a	84	79	n/a	80	78	n/a	31	30

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	83	n/a	n/a	83	n/a	n/a	32
3	n/a	n/a	87	n/a	n/a	76	n/a	n/a	34
4	n/a	n/a	69	n/a	n/a	79	n/a	n/a	36
5	n/a	n/a	71	n/a	n/a	75	n/a	n/a	31
6	n/a	n/a	71	n/a	n/a	77	n/a	n/a	30

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	86	83	84	84	83	84	48	50	52
3	86	79	79	81	84	81	44	46	47
4	87	89	83	87	82	87	45	47	50
5	87	84	83	84	85	83	44	45	46
6	81	88	86	83	86	85	47	48	49

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	85	87	90	87	87	88	57	59	62
3	91	84	90	87	89	88	57	61	64
4	83	86	84	85	86	87	51	54	58
5	88	89	84	89	90	80	51	55	58
6	87	92	91	91	92	90	57	60	62

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	51.8%	n/a	n/a	45.9	n/a	n/a	22.2	n/a	n/a

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

School Wide API

	API Base Data		
	1999	2000	2001
Base API Score	906	901	913

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS

Grade Level	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	17	4			20	4			17.5	4		
1	18.7	3			19	4			19.25	4		
2	18.3	4			19	3			19.33	3		
3	18.5	4	2		19	4			18	3		
4	27		3		25		3		23.38		2	
5	26.7		3		28		2		24.33		3	
6	26.7				27.3		3		28		2	
K-3	18.12				19.25				18.52			
3-4	22.75				22				20.69			

4-8	26.8			26.7			25.23		
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Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2000	2001	2002
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

Teachers in the Del Mar Union School District are assigned to grade level based on the needs of the district and teacher interest.

In October of 2002, the District employed a total of approximately 208 teachers, who are assigned to regular education classrooms, instructional support programs or special education.

In addition to the Superintendent, the District employs an Assistant Superintendent of Curriculum and Instruction, a Director of Student Services, a Director of Technology, a Director of Human Resources and Facilities and six principals.

All district teachers are highly qualified and have the required professional training and appropriate credentials.

	2000	2001	2002
Total Number of Teachers	26	29	27
Full Credential (full credential and teaching in subject area)	26	29	27
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Del Mar Heights teachers are evaluated on a regular basis by the principal. The evaluation process is in accordance with governing board policies, teachers' association input, and state evaluation guidelines. Teachers are provided assistance in formulating and implementing professional development plans. Peer and administrative support is ongoing.

Substitute Teachers

To date, Del Mar Heights School has experienced no difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	0
Librarian	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1

VII. Curriculum and Instruction

School Instruction and Leadership

The quality of instruction and leadership at Del Mar Heights School is excellent due to a cooperative effort of the entire staff, as headed by the principal. Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council meetings. We also have a detailed Strategic Site Plan updated annually.

Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

In the school's most recent Program Quality Review and districtwide Consolidated Compliance Review, Del Mar Heights was found to be in full compliance and received many commendations from both review teams.

Professional Development

In accordance with the State Department of Education guidelines, the Del Mar Union School District has developed a master plan for curriculum improvement and staff development. Annual school goals and an inservice plan are developed by the staff and reviewed by the School Site Council and the Board of Trustees. The district encourages the ongoing professional growth of its faculty. There are three teacher inservice days scheduled during the school year.

The 2002/2003 District staff development program will focus primarily on improving literacy. Some of the planned inservices include:

- *Understanding the District writing assessment*
- *Strategies for Guided Reading and comprehension*
- *Connecting with the Content Standards*
- *Six Traits Writing Model*

Additionally, there will be a continued emphasis on the use of data to inform instruction and the use of technology as a tool to extend and enrich student learning.

An effective process for staff development and curriculum improvement supports the school goals. This year's District and site staff development program focus on the above goals.

Quality and Currency of Textbooks and Other Instructional Materials

The Del Mar Union School District uses the state's seven-year cycle process to review and adopt curriculum materials aligned to the state content standards. Teachers and parents are an integral part of the selection process. Materials are sufficient in number to support all instructional programs. Over the last several years the District has purchased a new K-6 mathematics program, a K-6 writing program, a K-6 program for English language development, K-6 science programs, a Gr. 1-6 spelling program, and a K-6 social studies program. In the spring of 2003, a new K-6 English/Language Arts program will be adopted.

Students at **Del Mar Heights School** have access to a variety of instructional materials, including; science lab equipment, computer lab equipment, classroom computers, music and art equipment and supplies, audio visual digital equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulatives, and instructional materials for skill re-teaching and acceleration.

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Annual Instructional Minutes in Various Subjects

Teachers in Del Mar schools incorporate many research-based instructional strategies, which integrate the curriculum throughout the instructional day. Students receive daily comprehensive instruction in Reading/Language Arts; Writing; Mathematics; History/Social Science, as well as instruction in Art, Music, Technology, and Enriched Science.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	41,860	36,000
1	54,780	51,220
2	54,780	51,220
3	54,780	51,220
4	54,780	54,000
5	54,780	54,000
6	54,780	54,000

Total Number of Minimum Days

For the 2002/2003 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a "time banking" schedule to create time for important staff development activities. With the time banking schedule, weekly instructional minutes are re-organized so that on four days each week, students have more instructional minutes. This creates less instructional minutes needed on day five. However, the overall total of instructional minutes remains the same. Every Wednesday is a "time banked" day for students, with school hours from 8:00 – 12:30 p.m. Additionally, there are ten scheduled minimum days used for fall and spring parent-student and teacher conferences.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary	31,952	34,611
Mid-Range Teacher Salary	54,953	53,100
Highest Teacher Salary	68,932	65,312
Average Principal Salary	87,639	80,909
Superintendent Salary	132,290	109,512
Percentage of Budget for Teachers' Salaries	45	43.49%
Percentage of Budget for Administrative Payrolls	5	5.9%

Expenditures (Fiscal Year 2000-2001)

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
19,730,056	7,459	n/a	n/a

Types of Services Funded

In addition to information elsewhere in this document about our multi-faceted program, there are additional services available, such as those indicated below.

Student Support Services

The Del Mar Union School District provides a variety of support services. The school psychologist provides consultation to school personnel who have concerns regarding their students' welfare. The school psychologist also provides small group counseling for such issues as self-esteem, social skills, behavioral issues, divorce or other traumatic events. The district also provides a series of speakers who provide programs on a variety of parenting topics.

Del Mar Heights has a student study team, which uses a problem solving process to provide modifications/accommodations in support of teachers and students. The District is also proactive in evaluating students with suspected disabilities and in providing a full range of special education levels of service.

Preventative Intervention Programs

The staff of **Del Mar Heights School** takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. Our philosophy is to intervene as early as possible to prevent or decrease the likelihood of a problematic situation from arising. Preventative intervention programs are integrated throughout all levels of our school environment and include such strategies as small group counseling; crisis counseling; parent education evenings; effective classroom instruction; inservicing of teachers, aides, parents, and community; and special education outreach to all community preschools.

