

**School Accountability Report Card**  
**Published During School Year 2003/2004**  
 (Data Compiled During 2002/2003\*)

**DEL MAR UNION SCHOOL DISTRICT**

225 9<sup>TH</sup> STREET, DEL MAR CALIFORNIA 92014 • SUPERINTENDENT: THOMAS F. BISHOP  
 Board of Trustees: President, Janet Lamborghini • Clerk, Peggy Yamamoto • Linda Crawford • Annette Easton • Barbara Myers

**\*Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/acl/sa/datasources.asp>. Most data presented in this report were collected from the 2002/2003 school year or from the two preceding years (2000/2001 and 2001/2002). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001/2002.

School Information		District Information	
<b>School Name</b>	Del Mar Heights School	<b>District Name</b>	Del Mar Union School District
<b>Principal</b>	Wendy Wardlow	<b>Superintendent</b>	Thomas F. Bishop
<b>Street</b>	3555 Boquita Drive	<b>Street</b>	225 9 <sup>th</sup> Street
<b>City, State, Zip</b>	Del Mar, California 92014	<b>City, State, Zip</b>	Del Mar, California 92014
<b>Phone Number</b>	(858) 755-9367	<b>Phone Number</b>	(858) 755-9301
<b>Fax Number</b>	(858) 509-1412	<b>Fax Number</b>	(858) 755-4361
<b>Web Site</b>	<a href="http://www.delmarschools.com/heights">www.delmarschools.com/heights</a>	<b>Web Site</b>	<a href="http://www.delmarschools.com">www.delmarschools.com</a>
<b>Email Address</b>	wardlow@sdcoe.k12.ca.us	<b>Email Address</b>	marthacox@sdcoe.k12.ca.us
<b>CDS Code</b>	7-68056-6038111	<b>SARC Contact</b>	Martha Cox, Exec. Asst. to the Supt.

**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 490 students (as of Oct. 1, 2003) 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 11% 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 2003/2004 school year, the District Strategic Plan will be updated to reflect areas that have been successfully implemented since 1999 and to add additional goals for Communication and Government Relations. A copy of the DMUSD Strategic Plan is available at the Del Mar Heights School office or the District website at [www.delmarschools.com](http://www.delmarschools.com). Click on Strategic Plan.

### **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

<b>Contact Person Name</b>	<i>Wendy Wardlow</i>	<b>Contact Person Phone Number</b>	<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. 1, 2003)

Grade Level	Enrollment
Kindergarten	61
Grade 1	73
Grade 2	76
Grade 3	56
Grade 4	62
Grade 5	83
Grade 6	79
<b>Total Enrollment</b>	490

### Student Enrollment, by Ethnic Group

The percentage of students is 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	2.0%	Hispanic or Latino	31	6.3%
American Indian or Alaska Native	0	0	Pacific Islander	3	.6%
Asian-American	81	16.5%	White (Not Hispanic)	359	73.2%
Filipino-American	6	1.2%	Other	0	0

## II. SCHOOL SAFETY AND CLIMATE FOR LEARNING

### School Facility and School Safety

<b>Review of Safety Plan</b>	<i>Continuous</i>	<b>Discussions with Staff</b>	<i>Continuous</i>
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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.

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.

### School Programs and Practices that Promote a Positive Learning Environment

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.

General policies regarding homework and discipline are communicated at Back to School Night presentations, communications with parents throughout the year, and a Student Handbook.

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.

### **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		
	2001	2002	2003	2001	2002	2003
<b>Suspensions (number)</b>	1	0	3	16	5	18
<b>Suspensions (rate)</b>	.19%	0	.6%	.52%	.15%	.5%
<b>Expulsions (number)</b>	0	0	0	0	0	0
<b>Expulsions (rate)</b>	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 a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/la/cl/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations, in addition to the data presented here.*

### **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 meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. 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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	75	75	80	75	79	78	32	32	36
3	71	77	78	79	75	77	30	34	33
4	84	80	76	80	83	82	33	36	39
5	80	79	75	76	74	80	29	31	36
6	84	79	85	80	78	83	31	30	36

### CST - Mathematics

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

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	n/a	83	84	n/a	83	85	n/a	32	53
3	n/a	87	84	n/a	76	83	n/a	34	46
4	n/a	69	79	n/a	79	82	n/a	36	45
5	n/a	71	80	n/a	75	82	n/a	31	35
6	n/a	71	77	n/a	77	79	n/a	30	34

### Norm-Referenced Test -NRT

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### Norm-Referenced Test - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	83	84	86	83	84	83	50	52	46
3	79	79	78	84	81	78	46	47	34
4	89	83	76	82	87	78	47	50	35
5	84	83	81	85	83	81	45	46	41
6	88	86	83	86	86	83	48	49	45

### Norm-Referenced Test - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	87	90	86	87	88	87	59	62	57
3	84	90	89	89	88	86	61	64	52
4	86	84	83	86	87	85	54	58	48
5	89	84	89	90	80	92	55	58	49
6	92	91	80	92	90	88	60	62	51

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## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	29.9%	33.3%	26.8%	42.9%	46.1%	39.8%	23.8%	25.2%	22.3%

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## 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.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations.

### School Wide API

	API Base Data		
	2000	2001	2002
Base API Score	901	913	904

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive comparison data for schools in the Del Mar School District, showing more awards and intervention comparison data.

	Awards/Interventions		
	2001	2002	2003
Eligible for Governor's Performance Award	Yes	No	Yes
Identified for Program Improvement	No	No	No

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive comparison data for schools in the Del Mar School District, showing more information on AYP data.

	Adequate Yearly Progress (AYP) School			Adequate Yearly Progress (AYP) District		
	2001	2002	2003	2001	2002	2003
All Students	n/a	n/a	Yes	n/a	n/a	Yes

## 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	2001				2002				2003			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
<b>K</b>	20	4			17.5	4			20	3		
<b>1</b>	19	4			19.25	4			17.5	4		
<b>2</b>	19	3			19.33	3			19	4		
<b>3</b>	19	4			18	3			18.6	3		
<b>4</b>	25		3		23.38		2		29		2	
<b>5</b>	28		2		24.33		3		26		3	
<b>6</b>	27.3		3		28		2		26		3	
<b>K-3</b>	19.25				18.52				18.7			
<b>3-4</b>	22				20.69				22.8			
<b>4-8</b>	26.7				25.23				17.87			

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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	2001	2002	2003
<b>K</b>	100%	100%	100%
<b>1</b>	100%	100%	100%
<b>2</b>	100%	100%	100%
<b>3</b>	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 2003, the District employed a total of approximately 238 teachers, who are assigned to regular education classrooms, instructional support programs or special education.

In addition, the District employs a Superintendent, an Assistant Superintendent of Curriculum and Instruction, a Director of Pupil Services, a Director of Technology, a Director of Human Resources/Facilities, six principals and two assistant principals.

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

To learn more about the educational background of the principal and teaching staff, parents are encouraged to visit the schools' webpage at [www.delmarschools.com/heights](http://www.delmarschools.com/heights). Click on "Principal's Message", then "Principal's Bio". For teachers, click on "Teacher Web Pages", select the teacher, and click on "Bio".

	2001	2002	2003
<b>Total Number of Teachers</b>	29	27	28
<b>Full Credential</b> (full credential and teaching in subject area)	29	27	27
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-interns and Emergency Permits)	0	0	1
<b>Teachers with Waivers</b> (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 2003/2004 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 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-3 English/Language Arts program was 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.

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### **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 in DMUSD schools	State Requirement
<b>K</b>	49,950	36,000
<b>1</b>	54,675	51,220
<b>2</b>	54,675	51,220
<b>3</b>	54,675	51,220
<b>4</b>	54,675	54,000
<b>5</b>	54,675	54,000
<b>6</b>	54,675	54,000

□

### Total Number of Minimum Days

For the 2003/2004 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 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

	District	State
<b>Beginning Teacher Salary</b>	32,751	34,112
<b>Mid-Range Teacher Salary</b>	59,152	51,432
<b>Highest Teacher Salary</b>	70,656	64,438
<b>Average Principal Salary</b>	92,076	84,303
<b>Superintendent Salary</b>	132,290	115,103
<b>Percentage of Budget for Teachers' Salaries</b>	45.5%	42.96%
<b>Percentage of Budget for Administrative Payrolls</b>	4.98%	6.17%

## Expenditures (Fiscal Year 2001-2002)

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)
\$21,737,717	\$7,350	\$6,515	\$6,830

### 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.

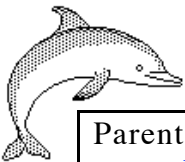
#### **Student Support Services**

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.



## ***For More Information***

Parents and community members are encouraged to visit the District website at [www.delmarschools.com](http://www.delmarschools.com) for more information about the District and its programs. Parents and community members are specifically encouraged to visit the Del Mar Heights School homepage which can be bookmarked directly at [www.delmarschools.com/heights](http://www.delmarschools.com/heights) for more information about site programs, schedules, events, teacher web pages, and links to other information of interest to the school community. In addition, feel free to contact the school directly for more information at (858) 755-9367.