

School Accountability Report Card
Published During School Year 2004/2005
 (Data Compiled During 2003/2004*)

DEL MAR UNION SCHOOL DISTRICT

225 9TH 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/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003/2004 school year or from the two preceding years (2001/2002 and 2002/2003). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002/2003.

School Information		District Information	
School Name	Del Mar Heights School	District Name	Del Mar Union School District
Principal	Wendy Wardlow	Superintendent	Thomas F. Bishop
Street	13555 Boquita Drive	Street	225 9 th Street
City, State, Zip	Del Mar, California 92014	City, State, Zip	Del Mar, California 92014
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MESSAGE FROM THE PRINCIPAL, WENDY WARDLOW

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 515 students in grades K-6 within 22 regular classes and 2 Special Day classes. Del Mar Heights emphasizes global awareness and multicultural education. Our children develop an awareness of and appreciation for various cultures through the study of geography, literature, art, and music of the seven continents.

Guided by our School Strategic Plan, we are a community of teachers, children, and parents who work together to create a stimulating learning environment for each child. Through a strong partnership with our parents and community, we have successfully developed a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and intellectual, emotional, and social growth. We strive to educate and inspire children who are not only intelligent but who will make wise choices throughout their lives.

The Del Mar Heights instructional program is grounded in rigorous, challenging curriculum. Our students gain competency in using tools of communication and mathematical literacy as they become literate seekers of knowledge, effective users of ideas, information, communication, and problem solving. Specialists support and extend classroom instruction in science, technology, art, music, physical education, and library skills.

At Del Mar Heights, we are also committed to building a community of learners among teachers. Teachers within a grade level work closely together to design students' learning experiences and they work collaboratively with teachers in other grade levels to create an articulated program. The staff as a whole regularly participates in professional development and engages in dialogue about best practices.

Del Mar Heights School is continually evolving as we build upon an accomplished forty year heritage. We are committed to provide a challenging, yet nurturing, environment for each child that fulfills our vision of educational excellence. We are proud Del Mar Heights has been honored as a California Distinguished School. We invite you to learn more about Del Mar Heights School where, *"We think the world of our children, and bring the world to 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, technology, science, and physical education 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 of Inquiry (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 11.8% of our students receive Special Education services. 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 2004/2005 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. 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 enhanced 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	Wendy Wardlow	Contact Person Phone Number	(858) 755-9367
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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.
- **Del Mar Schools Education Foundation** – Districtwide events generate funds for school enrichment programs
- **Dad’s Club** – School dads who plan activities for students

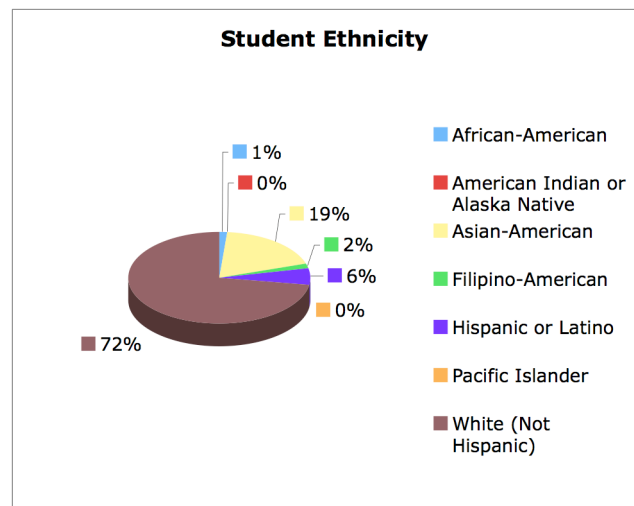
I. DEMOGRAPHIC INFORMATION

Student Enrollment, by Grade Level

Grade Level	Enrollment (Oct. 1, 2003)	Enrollment (Oct. 6, 2004)
Kindergarten	61	95
Grade 1	73	63
Grade 2	76	77
Grade 3	56	78
Grade 4	62	53
Grade 5	83	64
Grade 6	79	64
Total Enrollment	490	514

Student Enrollment, by Ethnic Group (October 6, 2004)

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.



II. SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Facility and School Safety

Review of Safety Plan	Continuous	Discussions with Staff	Continuous
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Del Mar Heights School is a modern complex with a safe, clean environment that is conducive to productive learning. Del Mar Heights opened to students in 1965 with a student enrollment of 350 students. The facility at its opening also included a library, administration building, multi-purpose room, student lunch court and beautiful playgrounds. Del Mar Heights School was designed to create an optimal learning environment that accommodates the educational needs of all our students. In 2000, Del Mar Heights was modernized 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.

Currently, Del Mar Heights is configured for 22 regular education classrooms, 3 special education support programs, literacy rooms, music, drama, library, technology lab, art, and the science lab. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Del Mar Heights staff members serve on a site safety committee, which reports to, and works with, the district safety committee. Safety inspections of all buildings that comprise the Del Mar Heights campus, which include all classrooms, administrative/support offices, rooms housing the enrichment programs mentioned above, custodial/maintenance rooms and after-school child care, are conducted on a regular schedule. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. Regularly scheduled fire and disaster drills are conducted. Each classroom is equipped with a backpack containing emergency supplies provided by the PTA. A full-time registered nurse is available to students in the district, and the health office is staffed with a health technician for six (6) hours per day.

Del Mar Heights School complies with district safety and security procedures. All visitors to the campus must check-in at the school office, secure a visitor badge, and wear it while on campus until they check out at the school office. All school district personnel, including district office staff, wear picture identification badges each and every workday for security purposes. In addition, the school custodian makes a visual inspection of the school campus every morning before students arrive.

Because student safety is of concern to Del Mar Heights staff and parents, staff members provide supervision for students 15 minutes prior to the start of school and 15 minutes following dismissal every school day. In addition, the District operates fee-based after-school child care and enrichment classes for working parents.

Our custodial staff, consisting of one daytime custodian and one evening custodian, performs cleaning operations throughout the school, according to an established cleaning schedule, which ensures all classrooms are thoroughly vacuumed twice per week, restrooms and health rooms are cleaned daily, and rooms for support programs, including school offices, are cleaned once per week. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff is a high priority for the maintenance and custodial staff who keep all facilities in 100% working order. The school custodial staff works cooperatively with the District maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise through an electronic e-work request procedure that documents and prioritizes maintenance work requests and timelines of completion.

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: technology program, library program, Read-a-Thon, student assemblies, science lab experiences, school garden, service learning, Torrey Pines Canyon trail walks, 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 Celebration of Learning assemblies. Each month our students learn about a different character trait introduced at a monthly schoolwide assembly.

Del Mar Heights is participating in the character-building program, Character Counts, which is in its first year of implementation districtwide. Character Counts is designed to strengthen the character of young people through promotion of the six *Pillars of Character*: trustworthiness, respect, responsibility, fairness, caring and citizenship.

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		
	2002	2003	2004	2002	2003	2004
Suspensions (number)	0	3	0	5	18	31
Suspensions (rate)	0	.6%	0	.15%	.5%	.88%
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 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/ac/lap/> 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)

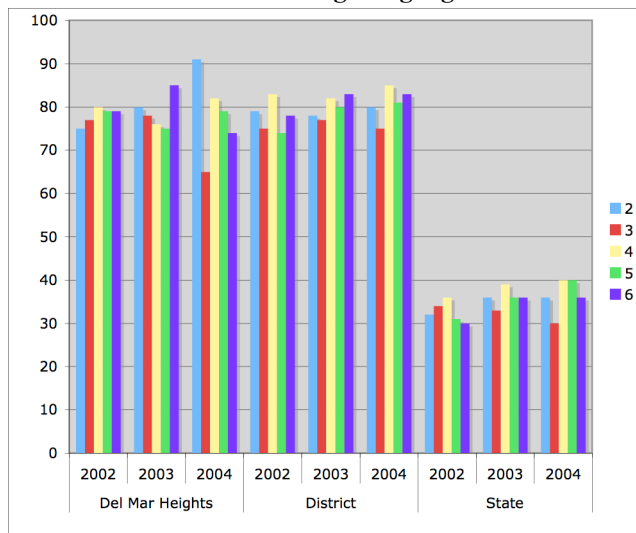
Grade Level	Del Mar Heights			Del Mar District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	75	80	91	79	78	80	32	36	36
3	77	78	65	75	77	75	34	33	30
4	80	76	82	83	82	85	36	39	40
5	79	75	79	74	80	81	31	36	40
6	79	85	74	78	83	83	30	36	36

CST - Mathematics

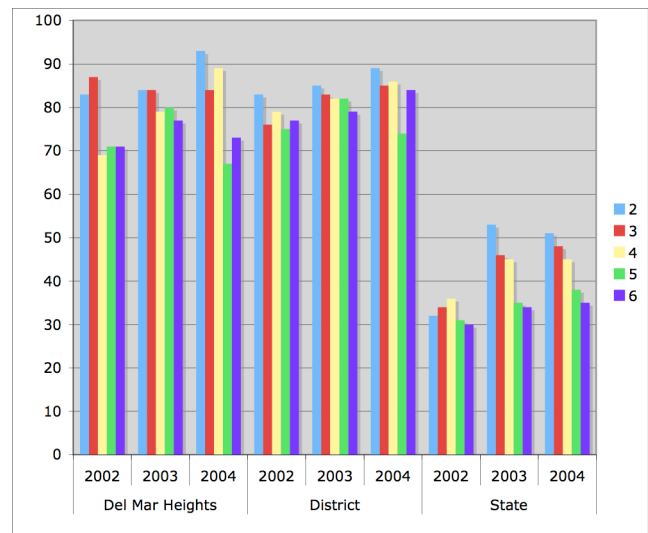
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Del Mar Heights			Del Mar District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	83	84	93	83	85	89	32	53	51
3	87	84	84	76	83	85	34	46	48
4	69	79	89	79	82	86	36	45	45
5	71	80	67	75	82	74	31	35	38
6	71	77	73	77	79	84	30	34	35

CST – Reading Language Arts



CST – Mathematics



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	Del Mar Heights			Del Mar District			State		
	*2002	+2003	+2004	*2002	+2003	+2004	*2002	+2003	+2004
2	84	86	92	84	83	84	52	46	47
3	79	78	76	81	78	77	47	34	35
4	83	76	70	87	78	79	50	35	35
5	83	81	86	83	81	83	46	41	40
6	86	83	82	86	83	86	49	45	46

Norm-Referenced Test - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Del Mar Heights			Del Mar District			State		
	*2002	+2003	+2004	*2002	+2003	+2004	*2002	+2003	+2004
2	90	86	96	88	87	90	62	57	58
3	90	89	91	88	86	89	64	52	53
4	84	83	89	87	85	85	58	48	49
5	84	89	85	80	92	88	58	49	50
6	91	80	81	90	88	91	62	51	53

*Stanford Achievement Test-9

+California Achievement Test-6

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/pfl>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Del Mar Heights			Del Mar District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	65%	75%	55%	49.9%	60.2%	40.0%	24.8%	26.7%	22.9%

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		
	2002	2003	2004
Base API Score	904	907	925
Statewide Rank	10	10	10
Similar Schools Rank	3	4	4

State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by the report. Therefore, there are currently no data available to report.

	Awards/Interventions		
	2002	2003	2004
Eligible for Governor's Performance Award	No	Yes	n/a
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) Del Mar Heights			Adequate Yearly Progress (AYP) District		
	2002	2003	2004	2002	2003	2004
All Students	n/a	Yes	Yes	Yes	Yes	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	2002				2003				2004			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	17.5	4			20	3			18.4	5		
1	19.25	4			17.5	4			20	3		
2	19.33	3			19	4			19	4		
3	18	3			18.6	3			19.5	3		
4	23.38		2		29		2		26.5		2	
5	24.33		3		26		3		19.67		3	
6	28		2		26		3		26.33		3	
K-3	18.52				18.7				19.22			
3-4	20.69				22.8				23			
4-8	25.23				17.87				24.2			

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	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. TEACHER AND STAFF INFORMATION

The Del Mar Union School District recognizes that student learning and achievement begins with the hiring and placement of outstanding teachers in grade level classrooms and site enrichment programs. Districtwide teachers are assigned to grade levels based on the needs of the district, teacher interest and professional credentials.

As of October 6, 2004, there were 221 teachers employed in the Del Mar Union School District who filled 209.27 teaching assignments, in regular education classrooms, instructional support programs and 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, and a Director of Human Resources/Facilities, who bring an average of 33.4 years of educational experience to their administrative roles in the District. Also, the District employs six principals, who have an average of 20.8 years of educational experience, and assistant principals at the District's two largest schools, Ashley Falls and Torrey Hills.

The teaching staff at Del Mar Heights is highly educated and experienced. All teachers at Del Mar Heights School are fully credentialed and have an average of 10.08 years of teaching experience. The following chart will provide more at-a-glance information about the education level of the Del Mar Heights teaching staff:

Teacher Education Level (reported as percentages)

	Del Mar Heights	District
Doctorate	0%	0
Master's Degree plus 30 or more semester hours	37.1%	32%
Master's Degree	11.4%	9%
Bachelor's Degree plus 30 or more semester hour	42.8%	50%
Bachelor's Degree	8.6%	8%

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	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

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.

	2002	2003	2004
Total Number of Teachers	27	28	32
Full Credential (full credential and teaching in subject area)	27	27	31
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	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Del Mar Heights	District
This School	7.4%	-
All Schools in the District	-	6.79%

As of October 6, 2004, 92.6% of the Del Mar Heights teachers have met the NCLB requirement, and the remaining teachers are awaiting final certification in order to be designated "highly qualified" by the end of the school year. To learn more about the individual educational backgrounds of the principal and teaching staff, parents are encouraged to visit the schools' webpage at 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".

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	--	--	0
Total Teacher Misassignments	--	--	0

Teacher Evaluations

New district teachers are evaluated annually for the first three years of their employment. Upon reaching tenure, teachers are evaluated every other year. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by the site principal, who then forwards the evaluation documents to the Director of Personnel and the Superintendent for review. Evaluations are then filed in the employee's personnel file.

Teachers are provided assistance in formulating and implementing professional development plans. Peer and administrative support is ongoing.

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. To date, Del Mar Heights School has experienced no difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

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, who has 32 years of educational experience and holds a master's degree plus 30 credits.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council meetings. In addition, Del Mar Heights has a detailed Site Strategic Plan that is 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

The Del Mar Union School District utilizes a variety of sources to provide staff development and teacher collaboration time for new and veteran teachers. The District uses a time-banking schedule that incorporates minimum day dismissal for students on Wednesdays which provides time for grade level team planning and collaboration for standards-based instruction, time for classroom teacher's and enrichment specialist's planning and collaboration, time for district grade level team meetings to share instructional strategies and best practices, time for beginning teacher mentoring, and time for subject area staff development conducted by educational consultants or district staff literacy/specialist coaches.

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 2004/2005 District staff development program will continue with a focus on improving literacy. Planned inservices include, but are not limited to include:

- Implementation of Houghton-Mifflin Reading
- Brain-based Strategies to Increase Reading Comprehension
- Differentiating Standards-Based Instruction in the Mixed-Ability Classroom
- Six Traits Writing Model
- Teaching English Language Development in Houghton-Mifflin Reading
- Teaching Everyday Mathematics in the Standards-based Classroom
- Teaching Earth Science in the Standards-based Classroom
- Implementation of the District Curriculum Maps

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.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grade K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of reading/language arts, mathematics, science, and history-social science.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	<i>Reading, Spelling and Writing</i> Houghton Mifflin
Mathematics	K-4 <i>Everyday Math</i> - McGraw-Hill 5-6 <i>Applications and Connections</i> - Glencoe/McGraw-Hill
Science	K-5 <i>Science</i> - Harcourt 6 Holt, Rinehart, Winston Series
History/Social Science	Harcourt Series
Health	<i>Here's Looking at You</i> and <i>SPARK P.E.</i>
English Language Learners	<i>Introduction to English</i> - Hampton-Brown

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
K	49,950	36,000
1	54,675	50,400
2	54,675	50,400
3	54,675	50,400
4	54,675	54,000
5	54,675	54,000
6	54,675	54,000

Total Number of Minimum Days

For the 2004/2005 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 2002-2003)

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
Beginning Teacher Salary	34,389	35,949
Mid-Range Teacher Salary	62,110	55,680
Highest Teacher Salary	74,188	69,175
Average Principal Salary	99,038	85,767
Superintendent Salary	138,100	118,606
Percentage of Budget for Teachers' Salaries	46.2%	42.5%
Percentage of Budget for Administrative Payrolls	4.9%	5.9%

Expenditures (Fiscal Year 2002-2003)

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)
\$24,375,888	\$7,516	\$6,542	\$6,822

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.

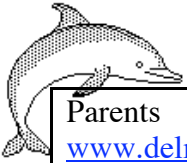
Student Support Services

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 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 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.