



## 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	
<b>School Name</b>	Del Mar Hills School	<b>District Name</b>	Del Mar Union School District
<b>Principal</b>	Laurie Francis	<b>Superintendent</b>	Thomas F. Bishop
<b>Street</b>	14085 Mango 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
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<b>CDS Code</b>	37-68056-6088983	<b>SARC Contact</b>	Martha Cox, Exec. Asst. to the Supt.

### Message from the Principal, Laurie Francis

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local boards from each elementary and secondary school in the state, provides parents and other interested persons with a variety of information about our school, its resources, its successes and the areas in which improvements are desired. Items relating to the quality of this school's instructional program are assessed in this Report Card.

Del Mar Hills School, an Academy of Arts and Sciences, is one of six elementary schools in the Del Mar Union School District. As of October 2, 2003, our school population was 412 students in 19 classrooms, kindergarten through sixth grade. Del Mar Hills Academy is the smallest school in the renowned Del Mar Union School District. We are a California Distinguished School as well as a nationally acclaimed Blue Ribbon School. The recognition of "Blue Ribbon" is an extremely high honor that is awarded to only a select number of schools nationwide. Our educational program is founded on a fundamental structure of standards-based, progressive and developmental core curricular instruction. This is supported by the infusion of the fine arts into core teaching concepts. It is instrumental in fostering an integral learning connection between the "right and left" brain, thus, making learning and thought processes more meaningful. Core curricular concepts are extended and reinforced by meaningful lessons in music, art, science and technology that are interwoven into every aspect of the teaching environment. Highly skilled, fine arts credentialed specialists work with students and grade level teachers to enrich and reinforce standards-based concepts at each grade level. Our ideally small, intimate student body size enables creativity and the innovative infusion program design.

Our goals are to improve the Visual and Performing Arts, Science, and Technology areas, and to enhance and enrich the delivery of our balanced curriculum. Our program also includes offering instrumental music to 4<sup>th</sup> through 6<sup>th</sup> graders with small group lessons and a complete band experience twice a week. Our students, in conjunction with the San Diego Museum of Art, the San Diego Gas and Electric Company, the Salk Institute, the La Jolla Symphony, UCSD science outreach programs and other community resources, experience collaboration, special field trips and guest appearances that enhance our programs.

The clear vision for the Academy has recently been refined through the Strategic Planning Process. The staff and students at Del Mar Hills Academy are more committed than ever to furthering the effectiveness of connecting thinking between all of the disciplines and the fine arts and sciences. Staff development and training will support this endeavor throughout the 2002/2003 school year. In addition to our focus literacy and the writing process, program differentiation (effective teaching for all ability levels), and fine arts integration will also serve as an integral component to grade level planning and cross grade level articulation of concepts. Weekly minimum days that provide time for meaningful staff development and curriculum planning are paramount to the success of our program.

Our teachers have also been working on the curriculum mapping process to inform instruction. This process has helped teachers streamline grade level concepts and *California State Standards*. Thematic teaching has been an effective tool in refining curriculum maps and providing a basis for higher-order, open-ended questioning that will support differentiated instruction. Project-based learning that is driven by high interest, meaningful, open-ended questions for students to explore and “solve” cooperatively is a key element of differentiation.

Students at all grades interact with artists, write plays, perform for their peers, study famous artists and scientists, explore the Internet and experience additional expanded enrichment in all areas of the curriculum. Our core of over 250 parent volunteers assist our teachers in providing individual support for each child, and an opportunity for all children to reach their highest potential. We also have over thirty child development majors from local colleges and our local high school to assist us in providing individual tutoring for students as needed.

Our School Site Council, along with our entire teaching staff, study a different curricular area each month through our “*Vision of Excellence*” program. At the end of the school year, the School Site Council reviews the results of this year-long study and makes recommendations for improvement and budget priorities. The School Site Council then allocates School Improvement funds to further support our programs for the following year.

As you read our Del Mar Hills report card, we believe you will find evidence of: 1) a school with a continued commitment to academic excellence and education of the total child; 2) a staff dedicated to meeting the academic and social needs of every child; 3) a student body which is motivated to learn and achieve at all levels through enrichment, extension activities, community service, and student government. Our test scores rank in the top 3% of the nation, and our students continue to show solid growth each year on multiple assessments.

We are so proud of the 28-year tradition of educational excellence at Del Mar Hills Academy. Our students never cease to amaze us, whether it is a concert solo, stellar standardized test scores, a science fair invention, an award-winning essay, or a poem written on a whim. Our dedicated staff is second to none and our parents are irreplaceable as they work with Rolling Readers, Junior Great Books, art activities, our lunchtime program, and classroom support services. Our science, art, music, and technology labs are state of the art. The breeze of the Pacific Ocean fills our campus complementing the energy and love of learning that is instilled in each one of our treasured students. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

## School Description, Multi-Faceted Program and Mission Statement

**Del Mar Hills Academy** 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.



**SMArT** is an acronym that represents our Academy focus on the interconnected concepts between the core curriculum and the fine arts, specifically, the sciences (including math), music, art, and technology. As we develop our curriculum, themes that are generated by "big ideas" in the social studies curriculum framework drive the curriculum maps that are used to organize standards-based instruction in all grade levels. Reading and writing (the literacy framework) is woven into ALL aspects of teaching and learning.

A visitor to Del Mar Hills Academy of Arts and Sciences will immediately notice a common theme in every aspect of each subject area. This allows right and left brain connection of ideas. Research demonstrates that knowledge is more readily committed to LONG term memory when the learner is able to connect to as many synapses in the brain as possible. Connecting the "creative side" of the brain to the more sequential / logical side of the brain enables greater retention of information.

Higher-order, open-ended questions that are based on "real world" problems are integral making an integrated curriculum meaningful. In developing our Academy program, our strategic planning goals include the development of a project-based, interdisciplinary program.

Please refer to our website to view our **SMArT** program in action!

We are particularly proud of our ability to develop unique programs that 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
- "Lunch with the Principal"
- Project Life Lab (hands-on, garden-based science program stressing ecology and conservation including the San Diego County Water Authority Xeriscape garden)
- Technology (computer enhanced learning)
- Science Lab (interactive opportunities emphasizing process skills)
- Parent Information Evenings
- *"Don't Laugh at Me"* (character education)

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 school's philosophy is reflected in the following Mission Statement. The Del Mar Hills School is committed to the education and enhancement of the total child. Recognizing that learning is an ongoing process, we seek to provide an educational program which:

- Stimulates and motivates the child to build a positive self-concept.
- Encourages democracy, inquisitiveness, and self-direction.
- Develops insight into and appreciation of individual strengths and weaknesses.
- Inspires the child to reach his/her highest potential of individual growth: academically, socially, physically, and emotionally.
- Provides opportunities to apply mastered skills in order to achieve new learning.
- Nurtures a sense of purpose and a positive view of the future.



## 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 Del Mar Hills School office.

## Site Strategic Plan

In January 2002, the Del Mar Hills Strategic Planning Team members unanimously approved Action Plans for the following goals:

**Infusion:** Operationalize the Mission Statement of the infusion of arts and sciences into instruction through collaboration of the total school community to enrich student learning experiences.

**Staff Development:** Provide staff development and mentoring opportunities to assist in the integration of the arts and sciences into the curriculum, and ensure school-wide and grade level collaboration on an ongoing basis.

**Environment/Facility:** Provide the physical environment that encourages and supports the authentic (real) assessment of the instructional/enrichment programs of the Academy.

**Marketing/Communicator:** Develop and implement a school – to - home/ community communication plan to define and build understanding of the Academy vision, which includes, but is not limited to, infusion.

**Parent Involvement:** Implement a partnership between parents/community/staff that supports the development and evolution of the Academy of Arts & Sciences.

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

### Opportunities for Parental and Community Involvement

<b>Contact Person Name</b>	<i>Laurie Francis</i>	<b>Contact Person Phone Number</b>	<i>(858) 755-9763</i>
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In addition to the “cutting edge” program at Del Mar Hills Academy, we take great pride in the strong support and involvement of our parents. They are vital to the implementation of our infusion program. You may obtain more information regarding our volunteer program, PTA, Site Council, Strategic Planning Committee, or Infusion Plan through this web site or by contacting the school.

Del Mar Hills Academy 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 paper and aluminum cans to benefit the San Diego Zoo’s CRES Program and the Scripps Aquarium.
- **Local Businesses** - which support students and special programs.
- **Monthly Coffees** – with the Principal to enhance communication and community involvement.

## I. Demographic Information

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

Grade Level	Enrollment
Kindergarten	60
Grade 1	48
Grade 2	55
Grade 3	51
Grade 4	58
Grade 5	56
Grade 6	85
<b>Total Enrollment</b>	413

### 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	2.4%	Hispanic or Latino	13	3.1%
American Indian or Alaska Native	1	.2%	Pacific Islander	1	.2%

<b>Asian-American</b>	43	10.4%	<b>White (Not Hispanic)</b>	339	82.0%
<b>Filipino-American</b>	6	1.4%	<b>Other</b>	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>
<p>Del Mar Hills School provides students with a safe, clean facility for learning. Classrooms at Del Mar Hills are appropriate in size to accommodate the needs of elementary students and teachers. Classroom environments are conducive to learning and teaching. Del Mar Hills has specialized music, art, and technology classrooms.</p> <p>The District modernized Del Mar Hills School over the summer of 2001, creating a "state of the art" school. Part of the modernization included an energy retrofit, which brought new lighting and HVAC system to all classrooms.</p> <p>The layout of our campus supports teacher collaboration, student safety, and school community.</p>			

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

<p>A friendly, positive and enthusiastic attitude toward people and learning is evident upon entering Del Mar Hills Academy. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs which challenge students' academic interests and emphasize good citizenship training.</p> <p>Effort is made to develop self-initiative, self-discipline and self-government. This policy requires a shared responsibility between parents and staff. In 2001/2002, the expulsion rate in the district was zero.</p>
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### 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
<b>Suspensions (number)</b>	0	5	3	0	16	5
<b>Suspensions (rate)</b>	0	1.01%	.62%	0	.52%	.15%
<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 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	69	83	n/a	75	79	n/a	32	32
3	n/a	82	64	n/a	79	75	n/a	30	34
4	n/a	66	88	n/a	80	83	n/a	33	36
5	n/a	72	67	n/a	76	74	n/a	29	31
6	n/a	69	80	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	86	n/a	n/a	83	n/a	n/a	32
3	n/a	n/a	53	n/a	n/a	76	n/a	n/a	34
4	n/a	n/a	87	n/a	n/a	79	n/a	n/a	36
5	n/a	n/a	60	n/a	n/a	75	n/a	n/a	31
6	n/a	n/a	80	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	83	80	85	84	83	84	48	50	52
3	79	87	79	81	84	81	44	46	47
4	84	79	88	87	82	87	45	47	50
5	82	84	81	84	85	83	44	45	46
6	87	81	85	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	84	86	87	87	88	57	59	62
3	82	91	76	87	89	88	57	61	64
4	85	81	88	85	86	87	51	54	58
5	86	89	85	89	90	80	51	55	58
6	90	91	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	71.1%	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	888	890	901

## 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	20	3			20	3			20	3		
1	18.3	3			20	3			16	3		
2	17.25	4			17.25	4			18.33	3		
3	17	4			16.5	4			17	3		
4	25.7		3		23		3		29		2	
5	26.7		3		27.7		3		28		2	
6	25		3		29		3		28.3		3	
K-3	18.13				18.43				17.83			
3-4	21.35				19.75				23			
4-8	25.8				26.6				28.4			

### 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
<b>Total Number of Teachers</b>	24	27	24
<b>Full Credential</b> (full credential and teaching in subject area)	24	27	24
<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	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Evaluations

Del Mar Hills 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 Hills Academy 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	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## VII. Curriculum and Instruction

### School Instruction and Leadership

The quality of instruction and leadership at Del Mar Hills Academy 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 state review for legal compliance, our school was rated in full compliance and awarded many commendations.

## **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 Hills Academy 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 in DMUSD schools	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
<b>Beginning Teacher Salary</b>	31,952	34,611
<b>Mid-Range Teacher Salary</b>	54,953	53,100
<b>Highest Teacher Salary</b>	68,932	65,312
<b>Average Principal Salary</b>	87,639	80,909
<b>Superintendent Salary</b>	132,290	109,512
<b>Percentage of Budget for Teachers' Salaries</b>	45%	43.49%
<b>Percentage of Budget for Administrative Payrolls</b>	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 Hills** 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 Hills Academy** 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.