

February 21, 2007

To: Board Members

From: Tom Bishop

Subject: Possible Kindergarten restructuring for 07/08

In July 2006, the Board of Trustees approved the inclusion of the following objective in the 2006/2007 DMUSD Goals and Objectives: "Prepare a Fall 2006 Board agenda item that provides staff recommendations for potentially restructuring the Kindergarten program in 2007/2008".

At its meeting on January 17, 2007, the Board reviewed a six week focus group process that asked four different DMUSD stakeholder groups for their perception of the possible benefits of an all day DMUSD kindergarten program for students. The focus groups included all kindergarten teachers, a group on non-kindergarten teachers, the principals/directors, and the current PTA Presidents. The results of the focus group meetings (and input) are included with this agenda item.

On January 17, 2007, the Board President, the Assistant Superintendent-Curriculum, and the Superintendent met with all DMUSD kindergarten teachers to listen to the kindergarten teachers share their assessment of the strengths of the current modified full day kindergarten program as well as their perception of possible program improvements for the future. (Attachment#1) The kindergarten teachers were also asked to provide their opinion regarding the possible impact of a full day kindergarten program on student achievement. (Attachment #2).

On January 29, 2007, the Board President, the Assistant Superintendent-Curriculum, and the Superintendent met with 10 first through sixth grade Del Mar California Teachers Association teachers to get their input regarding the possible benefits of an all day kindergarten program as well any of their concerns. (Attachment #3).

On January 31, 2007, the Assistant Superintendent-Curriculum and the Superintendent met with the DMUSD Directors and Principals to get their input regarding the possible benefits of an all day kindergarten program and their concerns. (Attachment #4)

On February 26, 2007, the Board President and the Superintendent will be meeting with the seven PTA Presidents to get their input regarding the possible benefits

and drawbacks associated with an all day kindergarten program. (The input sheet from the PTA Presidents meeting will be a handout on the night of February 28)

Board Options for 2007/2008:

Option #1: Keep the current modified full day program for 2007/2008 while implementing a more comprehensive kindergarten restructuring planning process that could include the creation of a leadership team to study/review different all day kindergarten restructuring options, including the development of a proposed master schedule. The leadership team would also review staff development options that would benefit the 08/09 kindergarten teachers and also study the fiscal implications of an all day kindergarten program. If this option is the Board's preferred option, the Board should direct staff to bring this item back next month with a timeline and events so that the report from the leadership team is received by next December. Any final decision on an all day kindergarten program for 08/09 would be made at the December 2007 Board meeting.

Option #2: Keep the current modified full day program for 2007/2008, but make a policy decision now to implement an all day kindergarten program that will begin at all eight sites in August 2008 (when the 08/09 school year begins). In order to have a successful implementation of the new all day kindergarten program in August 2008, it is advisable to create a kindergarten restructuring leadership team that will report back to the Board next December with its recommendations regarding the master schedule and the restructuring, including fiscal implications.

Option 3: Keep the current modified full day kindergarten program for the next three years and direct staff to work with kindergarten teachers and principals to identify kindergarten program improvements that can be implemented within the context of the current modified full day program schedule.

Superintendent Recommendation: Continue with the current modified full day program for the next two or three years, while directing staff to identify kindergarten program improvements that can be implemented within the current modified full day program schedule.

FISCAL IMPACT: Adopting an all day kindergarten program for the 07/08 school year will have a negative fiscal impact on the 07/08 DMUSD general fund budget. Adopting an all day kindergarten program in a year when the District is not faced with the start up expenses of opening a new school is preferable to adopting an all day kindergarten program in a year when the District is opening a new school.

Del Mar Union School District

Modified Full-Day Kindergarten Program

Current Practice

<u>Strengths</u>	<u>Improvements</u>
<ul style="list-style-type: none"> ✦ Extended day lends to quality individual assessment time/instructional time ✦ Allows for developmental differentiation (flexible grouping) ✦ Time to foster/develop relationships between teacher/students/parents ✦ Individualized data driven instruction during extended day ✦ PLC driven assessments (DRA) during extended day for more appropriate instruction ✦ Rigorous and developmentally appropriate instruction ✦ Rigorous academic morning ✦ Meets the developmental need of children (balance) ✦ Our extended day program – <ul style="list-style-type: none"> ○ allows 1 to 1 ○ oral language skills ○ small group activities ✦ Our program is child-centered, developmentally/socially appropriate ✦ Program meets the academic needs of all students, usually exceeding state standards ✦ Extended day program allows for small group, individualized instruction; reinforces socialization and communication skills; expands curriculum; time for assessment ✦ Developmentally (shortened day) appropriate program to meet individual students needs with rigorous academics and enrichment programs ✦ Extended Day 1-5 ratio for individual/small group work, remediation, enrichment, assessment *the kiddos' favorite day of the week (helpful for shy & ELL students) ✦ Active parental/community/PTA involvement 	<ul style="list-style-type: none"> ✦ More communication between Kindergarten teams regarding extended day and with administration ✦ New math program ✦ Districtwide assessment guidelines—PLC set benchmarks ✦ Math program ✦ Districtwide extended model—flexible grouping ✦ Monthly Kindergarten meetings to discuss lessons, assessments, focused on one curricular area ex. (Mon. 2-2:45) ✦ New math adoption ✦ Pre K program 4+ with credentialed teacher ✦ Site primary reading specialist ✦ Implement an Early Intervention program for those that fall behind—including districtwide assessment and time/support to catch kids before they fall ✦ Preserve integrity of original design with time after lunch for instruction ✦ Districtwide Kindergarten PLC time ✦ Early intervention ✦ Ability grouping (PLC type) within all classes ✦ Aides

Del Mar Union School District

What impact might a full-day Kindergarten program have on student learning?

Full Day Kindergarten

+	-
<ul style="list-style-type: none"> ✚ Less parents concerned about childcare costs ✚ More time for projects ✚ Full extended studies for Kindergarten, ex: music, art, P.E., science & technology ✚ Good for low socio-economic school districts ✚ It's a "working parent's dream" ✚ Full day is preferable to a half day (3 hr) am/pm Kindergarten day ✚ Help reverse declining enrollment ✚ Helps attract businesses & quality jobs ✚ Helps single parents and dual income families who need all day program ✚ More relaxed atmosphere and opportunities for children to develop their own interests 	<ul style="list-style-type: none"> ✚ "More time spent for free play" ✚ Less quality individualized/small group instruction <u>without distraction</u> (as compared to Del Mar's current extended day) ✚ Money for District release time ✚ Less small group instruction, social/emotional and academic ✚ Less parent contact ✚ Exhausted children ✚ District Issue: When would we have prep time? ESC = \$\$\$ ✚ DRA/Assessment time??? ✚ All of the strengths of our current plan will be compromised ✚ No more daily (5-1) small group instruction ✚ Affects the quality of the enrichment programs. Kindergarten teachers not in pull-outs to assist teachers ✚ Changing length of Kindergarten day is not as important as making sure Kindergarteners are provided with developmentally and individually appropriate learning environments ✚ How are we going to pay for it? ✚ Warns that you can't do all academic day ✚ Harder for younger children (4 year-olds) ✚ Financial impact ✚ Compared full day to ½ day, not ¾ day like we have ✚ Less time for informal parent/teacher discussion ✚ No time for assessment, would <u>need</u> aides

Articles

1. Majority of studies found that with a full day Kindergarten program there is “no evidence of more individualized or innovative curriculum.”
2. The gap closed for lower income areas.
3. It increased enrollment for public schools vs. charter

*If middle schools/upper grade teachers/test scores show that kids are prepared—why change?

Full Day Kindergarten

Input from DMCTA

Potential Benefits of Full Day Kindergarten	Potential Concerns if DMUSD Implements Full Day Kindergarten
<ul style="list-style-type: none"> • More exposure to language arts activities to prepare for upper grades • More prepared in all curricular areas • Regularly receive ESC/predictable same 120 minutes of prep • Improved readiness for 1st grade emotionally and socially • Perception of uneven work day for all teachers • Better PE program • Earlier intervention • Leveled program and mixed groups • Good models • Proud of our current program • Focus on student achievement • Increased time for academic and social development 	<ul style="list-style-type: none"> • Negative from loss of small groups once a week • Lack of structure for 07/08: no model to follow • How does change impact ESC scheduling schoolwide? • How does change impact district budget?

Questions

- What does a full day Kindergarten look like?
- How will kindergarten teachers be supported for change? Inserviced?
- Curriculum/academic structure? Social and emotional structure?
- Is it possible to lessen Kindergarten class size and have all day Kindergarten?
- When will assessments get done?
- Can we pilot a kindergarten program?
- Can we implement program gradually during school year?
- Can day end sooner?
- Can District provide support for aides?

Full Day Kindergarten

**Input from Principal's Meeting
January 29, 2007**

<u>Possible Benefits</u>	<u>Possible Concerns</u>
<ul style="list-style-type: none"> # Additional student time on task # Transition to 1st gr. improved # Improved socialization skills # Pace of instruction aligned with student learning # Increased opportunity for differentiation # Increased art, music, enrichment and physical education # Increased instructional minutes = increased opportunity for student learning # Increased staff cohesion # Parents lives improved # Special needs/struggling learner kids will benefit (less pull out) # Increased opportunity for intervention for all students # Greater opportunity to focus on core academics # Higher achievement in Grade 1 # Research supports full day K # Consistent minutes of instruction with neighboring districts # More inclusive to entire DMUSD community 	<ul style="list-style-type: none"> # Less opportunity for 1:5 differentiated # Current program provides support for non-academic school readiness skills # Fiscal impact -- increased enrichment teachers # Decreased prep time/quality # Difficulty in managing small group instruction # Kdg. kids not developmentally ready for core instruction all day # DRA assessment in Kdg. will be more difficult # Kdg. staff needs to see great all day K programs – need staff development! (Materials, more than K)

February 20, 2006

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Approval of the 2006-07 Consolidated Application, Part II, For
Funding
Categorical Aid Programs

The consolidated Application is a two-part application and reporting process used by the California Department of Education (CDE) to allocate funds from various state and federal programs to local educational agencies. The state and federal programs are specifically called categorical programs and the funds which are generated are called categorical funds.

The Part I Application is usually submitted in July to document program participation. The Part II Application is usually submitted in the late fall or winter of each fiscal year to validate acceptance of the District's funding entitlements for each program. Program entitlements are determined by state and federal formulas as mandated in the laws that created the programs.

The Del Mar Union School District receives limited categorical funding to support various District programs. The following list of programs describes the type and amount of categorical funding the District will receive during the 2006-07 school year:

Economic Impact Aid (EIA)

\$43,745 to support the instructional program provided to English Language Learners.

Tobacco Use Prevention Education (TUPE)

\$5,212 to support instructional programs for students at grades 4-6 that focus on the dangers of tobacco use and prevention strategies.

Title II, Part A (Certificated Staff Development)

\$40,966 to support high quality staff training for improving the core academic program, including class size reduction.

Title III, Part A (English Language Learners/Immigrant Students)

\$14,700 to support and enhance the instructional program for English Language Learners, including immigrant students, on the attainment of English language proficiency.

Title IV Safe and Drug Free Schools

\$8,132 to support instructional programs that build and promote high self-esteem, personal responsibility, informed decision-making, and conflict resolution.

Title V, Part A (Innovative Programs)

\$2,668 to support library instructional materials and technology hardware and software.

The Part II Application was submitted to the CDE on January 31, 2007, in order to meet the submission deadline.

FISCAL IMPACT: The District expects to receive **\$115,423** in Categorical Funding for the 2006-07 School Year.

RECOMMENDED: The Superintendent Recommends Board Approval of 2006-07 Consolidated Application, Part II, For Funding Categorical Aid Programs.

*6.2

2006-07 Consolidated Application for Funding Categorical Aid Programs

California Department of Education

(Part II)

Consolidated Application

<p>Purpose: To declare the agency's intent to apply for 2006-07 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: Del Mar Union Elementary</p>								
<p>CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov</p>	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6	
3	7	6	8	0	5	6			
<p>Legal status of agency: <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter</p>	<p>Dates of project duration: July 1, 2006 -- June 30, 2007</p>								
<p>Date of approval by local governing board: 02/28/2007</p>	<p style="text-align: center;">Do not return the paper copy of this form to the California Department of Education.</p> <p style="text-align: center;">The ConApp must be submitted electronically using the ConApp Data System (CADS).</p>								
<p>Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.</p>									
<p>_____ Signature-District Advisory Committee (DAC)</p>	<p>_____ Date</p>								
<p> _____ Signature-District English Learner Advisory Committee (DELAC)</p>	<p>01/31/2007 Date</p>								
<div style="border: 1px solid black; display: inline-block; padding: 5px;"> <p><u>OR</u>, for each committee, check the appropriate box to the right</p> </div>									
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><input checked="" type="checkbox"/></td> <td style="text-align: center; width: 50%;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Committee is N/A</td> <td style="text-align: center;">Committee refused to sign</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Committee is N/A</td> <td style="text-align: center;">Committee refused to sign</td> </tr> </table>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Committee is N/A	Committee refused to sign	<input type="checkbox"/>	<input type="checkbox"/>	Committee is N/A	Committee refused to sign
<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Committee is N/A	Committee refused to sign								
<input type="checkbox"/>	<input type="checkbox"/>								
Committee is N/A	Committee refused to sign								
<p>Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.</p>									
<p>_____ Signature of authorized representative</p>	<p>Thomas F. Bishop Printed name of authorized representative</p>								
<p>_____ Title</p>	<p>Superintendent Title</p>								
<p>_____ Date</p>	<p>02/28/2007 Date</p>								
<p><input checked="" type="checkbox"/> Electronic certification HAS been completed. <input type="checkbox"/> Electronic certification has NOT been completed.</p>									

2005-06 Title I, Part A, Carryover Calculation

California Department of Education

Consolidated Application

<p>Purpose: To calculate Title I, Part A carryover from fiscal year 2005-06.</p>	<p>Agency: Del Mar Union Elementary</p>							
<p>CDE Contact: Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov</p>	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<p>Note: Title I, Part A, carryover is limited to 15 percent for all LEAs except those receiving less than \$50,000 in Title I, Part A, funds in fiscal year 2005-06.</p>	<p><input type="checkbox"/> This page is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.</p> <p><input checked="" type="checkbox"/> This page is not applicable because the LEA did not receive Title I, Part A, funds in 2005-06.</p>							

A. Carryover calculation for fiscal year 2005-06 (ending June 30, 2006)

Formula: 2005-06 Allocation - 2005-06 Expenditures = Carryover + 2005-06 Entitlement = Carryover Percent

\$	0	-	\$	0	=	\$	0	÷	\$	0	=	0.00
	2005-06 Allocation, Basic and Neglected*			2005-06 Expenditures (Through June 30, 2006)			2005-06 Carryover (Must match page 24, line 5)			2005-06 Entitlement, Basic and Neglected**		% Carryover

B. Additional calculation for federal fiscal year to reduce 2005-06 carryover.

\$	0	-	\$	0	=	\$	0	÷	\$	0	=	0.00
	2005-06 Allocation, Basic and Neglected*			2005-06 Expenditures (Through September 30, 2006)			Carryover			2005-06 Entitlement, Basic and Neglected**		% Carryover

C. Waiver (Can only be granted once in three years)

Please check appropriate box:

LEA has submitted or will submit by January 31, 2007, a waiver to carry over excess Title I funds.

LEA is not eligible to file a waiver. Please send invoice to return funds exceeding the 15 percent carryover limit.

* 2005-06 entitlement, plus 2005-06 transfers in, plus carryover from 2004-05.
 ** 2005-06 entitlement, plus 2005-06 transfers in.

Part II, page 22 Date: 01/31/2007

2006-07 Federal Transferability

California Department of Education

Consolidated Application

Purpose: To compute the amount of money being transferred to and from various federal programs.	Agency: Del Mar Union Elementary							
CDE Contact: Anne Daniels - (916) 319-0295 - ADaniels@cde.ca.gov	CD code: <table style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		

Notes:
 This transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs. This transferability is NOT the same as Title VI Subpart 1 REAP Flexibility governed by NCLB Section 6211.

This district has been identified as a Program Improvement LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for Program Improvement activities.

2006-07 programs affected by transferability:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher and Principal Training and Recruiting)
- Title II, Part D (Enhancing Education Through Technology)
- Title IV, Part A (Safe and Drug Free Schools and Communities)
- Title V, Part A (Innovative Programs)

2006-07 Program Entitlements		Amounts Transferred to These Programs					Amounts Retained in Original Program
		Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Title V, Part A	
Title II, Part A	40,966	0		0	0	0	40,966
Title II, Part D		0	0		0	0	
Title IV, Part A	8,132	0	0	0		0	8,132
Title V, Part A	2,668	0	0	0	0		2,668
Totals Transferred and Used for:		0	0	0	0	0	

2006-07 District Allocations of Title I, Part A, Funds

California Department of Education

Consolidated Application

<p>Purpose: To allocate Title I, Part A, funds for 2006-07. the total Title I, Part A, administrative costs are included on lines 8 and 9.</p>	<p>Agency: Del Mar Union Elementary</p>							
	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<p>CDE Contact: <i>Jacqueline Brownlee - (916) 319-0942 - JBrownle@cde.ca.gov</i></p>	<p><input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p>							

	Description		SACS Resource Code: 3010 Title I, Part A, Basic and Neglected
1.	2006-07 entitlement, Basic and Neglected		0
2.	Amount above that is generated by neglected students	<u>0</u>	
3.	Transferred in	(+)	0
4.	2006-07 amount after transfer (line 1 + 3)	(=)	0
5.	2005-06 carryover (as of 6/30/06)	(+)	0
6.	Repayment of funds	(+)	0
7.	Total approved allocation (line 4 + 5 + 6)	(=)	0
8.	Reserved for indirect costs	(-)	0
9.	Reserved for administration	(-)	0
10.	Adjusted total allocation (line 7 - 8 - 9)	(=)	0

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations **except for lines 7-10**, reported on this page are used to provide direct services to eligible Title I, Part A students.

Agency: Del Mar Union Elementary

CD code: 3 | 7 | 6 | 8 | 0 | 5 | 6

CDE Contact: Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

Description (Required)		Amounts			
			7.	Direct and indirect services to homeless children, regardless of their school of attendance	0
1.	Adjusted total allocation (line 10, on page 24)	0	8.	Direct and indirect services to children in local institutions for neglected children	0
	Parent Involvement		9.	Direct and indirect services to children in local institutions for delinquent children	0
	<input checked="" type="checkbox"/> No reservation is mandated because 1% of line 4 on page 24 is \$5,000 or less		10.	Direct and indirect services to neglected or delinquent children in community day school programs	0
2.	a. Reserved for Parent Involvement (minimum 1%*)	0	Description (Allowable)		Amounts
	b. Private school set-aside for parents (% of private school children x reservation)	0	11.	Program improvement schools: teacher incentives and rewards (maximum 5%*)	0
	c. Amount remaining	0	12.	Salary differentials	0
	d. Public school distribution (95% of "Amount remaining")	0	13.	Preschool	0
	e. Balance available for LEA-level parent involvement activities	0	14.	Summer school or intersession programs	0
3.	Professional development: highly qualified teachers and paraprofessionals (minimum 5%*)	0	15.	Capital expenses reserved for private schools	0
4.	Program Improvement (PI) schools: school choice transportation*	0	16.	Before and after school programs	0
5.	Program Improvement schools: supplemental educational services*	0	17.	Assistance to schools	0
	Program Improvement LEA: professional development (minimum 10%*)	0	18.	Total (sum of lines 2 through 17)	0
6.	If reservation is less than 10%, check below:		19.	Final adjusted allocation (line 1 minus line 18)	0
	<input type="checkbox"/> Professional development funds from PI school-level set-asides will be used to help meet LEA 10% reservation				

* of line 4 on page 24

2006-07 District Allocations of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Del Mar Union Elementary

CD code:

3	7	6	8	0	5	6
---	---	---	---	---	---	---

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov



The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A Name of School School Code	B Percent of Low-Income Students	C Number of Low-Income Students	D Title I, Part A \$ per Low-Income Student Number	E Site-Level Carryover, If Applicable	F Title I, Part A (Basic Grant) (C X D + E = F)	G Title I, Part A (Parent Involvement)	H Title I, Part A Total
Sycamore Ridge 0110114	12.7	39	0.0000	0	0	0	0
Del Mar Hills Elementary 6088983	9.1	36	0.0000	0	0	0	0
Del Mar Heights Elementary 6038111	4.0	18	0.0000	0	0	0	0
Carmel Del Mar Elementary 6110696	4.0	20	0.0000	0	0	0	0
Torrey Hills 6120596	0.7	5	0.0000	0	0	0	0
Ashley Falls Elementary 6115620	0.2	1	0.0000	0	0	0	0
Notre Dame Academy 6130983	0.0	0	0.0000	0	0	0	0
San Diego Jewish Academy 6907877	0.0	0	0.0000	0	0	0	0
Sage Canyon 6117923	0.0	0	0.0000	0	0	0	0

2006-07 District Allocations of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:
Del Mar Union Elementary

CD code: 3 | 7 | 6 | 8 | 0 | 5 | 6

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H
Name of School School Code	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (C X D + E = F)	Title I, Part A (Parent Involvement)	Title I, Part A Total
Adjusted Total Allocation					0	0	0

2006-07 District Allocation of Title I, Part D, Subpart 2 (Delinquent), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D, Subpart 2 (Delinquent), funds for 2006-07		Agency: Del Mar Union Elementary							
		CD code:	3	7	6	8	0	5	6
CDE Contacts: <i>Valta Adger - (916) 319-0279 - VAdger@cde.ca.gov</i> <i>Jeff Breshears - (916) 319-0946 - JBreshears@cde.ca.gov</i>		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.							
		SACS Resource Code: 3025							
Description		Title I, Part D, Subpart 2 (Delinquent)							
1.	2006-07 entitlement	0							
2.	2005-06 carryover (as of 6/30/06) (+)	0							
3.	Repayment of funds (+)	0							
4.	Total approved allocation (line 1 + 2 + 3) (=)	0							
5.	Reserved for indirect costs (-)	0							
6.	Reserved for administration (-)	0							
7.	Adjusted total allocation (line 4 - 5 - 6) (=)	0							

2006-07 District Allocation of Title II, Part A, Improving Teacher Quality Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A, Improving Teacher Quality funds for 2006-07.	Agency: Del Mar Union Elementary							
CDE Contact: Elena Fong - (916) 323-5808 - EFong@cde.ca.gov	CD code: <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">7</td> <td style="border: 1px solid black; width: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 20px; text-align: center;">8</td> <td style="border: 1px solid black; width: 20px; text-align: center;">0</td> <td style="border: 1px solid black; width: 20px; text-align: center;">5</td> <td style="border: 1px solid black; width: 20px; text-align: center;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.								

		SACS Resource Code: 4035
Description		Title II, Part A (Improving Teacher Quality)
1.	2006-07 entitlement	40,966
2.	Transferred in (+)	0
3.	Transferred out (-)	0
4.	2006-07 amount after transfer (line 1 + 2 - 3) (=)	40,966
5.	2005-06 carryover (+)	0
6.	Repayment of funds (+)	0
7.	Funds available for flexible use under REAP*	0
8.	Total approved allocation (line 4 + 5 + 6) (=)	40,966
9.	Reserved for indirect costs (-)	0
10.	Adjusted total allocation (line 8 - 9) (=)	40,966

If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

Part II, page 28 Date: 01/31/2007

2006-07 District Allocation of Title III, Part A, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title III, Part A, funds for 2006-07.	Agency: Del Mar Union Elementary							
	CD code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">7</td> <td style="width: 20px;">6</td> <td style="width: 20px;">8</td> <td style="width: 20px;">0</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
CDE Contact: Elena Fajardo - (916) 323-5467 - EFajardo@cde.ca.gov	<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.							

#	Description	SACS Resource Code: 4203	
		Title III, Part A (LEP)	Title III, Part A (Immigrant)
1.	2006-07 entitlement	24,528	0
2.	2005-06 carryover (as of 6/30/2006) (+)	0	0
3.	Repayment of funds (+)	0	0
4.	Total approved allocation (line 1 + 2 + 3) (=)	24,528	0
5.	Reserved for administration (-)	0	0
6.	Adjusted subtotal (line 4 - 5) (=)	24,528	0
7.	Reserved for indirect costs (-)	0	0
8.	Adjusted total allocation (line 6 - 7) (=)	24,528	0

2006-07 Consolidated Application Comment Form

Page Number

Page 29: District Title III LEP

CD Code

3768056

District Name

Del Mar Union Elementary

School Code

Comments

The Del Mar Union School District is the lead LEA in a consortium with the Cardiff School District. The total apportionment for both school district's is \$24,528. Of that amount Del Mar Union will receive \$14,700 and Cardiff will receive \$9,828.

2005-06 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<p>Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2005-06.</p>	<p>Agency: Del Mar Union Elementary</p>							
<p>CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov</p>	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<p><input type="checkbox"/> The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2005-06.</p>								

A. Title IV, Part A Annual Fiscal Report	B. Title IV, Part A Carryover Calculation																						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">1. 2005-06 Entitlement Amount (must be spent by 9/30/07)</td> <td style="width: 20%; text-align: center; padding: 5px;">8,379</td> </tr> <tr> <td style="padding: 5px;">2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">4. 2005-06 REAP funds from other programs; flexibly used for Title IV (SDFSC) per Section 6211, NCLB</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">5. 2005-06 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">6. 2004-05 carryover funds (must have been spent or obligated by 9/30/06)</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">7. Total 2005-06 Resources</td> <td style="text-align: center; padding: 5px;">8,379</td> </tr> <tr> <td style="padding: 5px;">8. Total 2005-06 Expenditures and Encumbrances</td> <td style="text-align: center; padding: 5px;">8,172</td> </tr> </table>	1. 2005-06 Entitlement Amount (must be spent by 9/30/07)	8,379	2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0	3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0	4. 2005-06 REAP funds from other programs; flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0	5. 2005-06 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0	6. 2004-05 carryover funds (must have been spent or obligated by 9/30/06)	0	7. Total 2005-06 Resources	8,379	8. Total 2005-06 Expenditures and Encumbrances	8,172	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">9. Unspent 2004-05 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/06. CDE will bill the LEA for these funds.</td> <td style="width: 20%; text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">10. Balance to be carried forward into 2006-07 (line 7 minus lines 8 and 9)</td> <td style="text-align: center; padding: 5px;">207</td> </tr> <tr> <td style="padding: 5px;">11. Percent (%) of 2005-06 entitlement to be carried into 2006-07 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.</td> <td style="text-align: center; padding: 5px;">2.47%</td> </tr> </table>	9. Unspent 2004-05 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/06. CDE will bill the LEA for these funds.	0	10. Balance to be carried forward into 2006-07 (line 7 minus lines 8 and 9)	207	11. Percent (%) of 2005-06 entitlement to be carried into 2006-07 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	2.47%
1. 2005-06 Entitlement Amount (must be spent by 9/30/07)	8,379																						
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0																						
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0																						
4. 2005-06 REAP funds from other programs; flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0																						
5. 2005-06 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0																						
6. 2004-05 carryover funds (must have been spent or obligated by 9/30/06)	0																						
7. Total 2005-06 Resources	8,379																						
8. Total 2005-06 Expenditures and Encumbrances	8,172																						
9. Unspent 2004-05 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/06. CDE will bill the LEA for these funds.	0																						
10. Balance to be carried forward into 2006-07 (line 7 minus lines 8 and 9)	207																						
11. Percent (%) of 2005-06 entitlement to be carried into 2006-07 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	2.47%																						

C. Title IV, Part A Carryover Request Justification	
<p>1. Explanation of why these funds could not be spent during fiscal year 2005-06 . (The LEA must demonstrate good cause for not expending 75 percent or more of its 2005-06 Title IV, Part A (SDFSC), entitlement.)</p>	<p>2. Description of how these carryover funds will be used to implement the SDFSC Program fiscal year in 2006-07.</p>

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.

2006-07 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2006-07.		Agency: Del Mar Union Elementary						
		CD code:		3	7	6	8	0
CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.						
Description		SACS Resource Code: 3710						
		Title IV, Part A (SDFSC)						
1.	2006-07 entitlement	8,132						
2.	Transferred in (+)	0						
3.	Transferred out (-)	0						
4.	2006-07 amount after transfer (line 1 + 2 - 3) (=)	8,132						
5.	2005-06 carryover (as 6/30/06) (+)	207						
6.	Repayment of funds (+)	0						
7.	Funds available for flexible use under REAP*	0						
8.	Total approved allocation (line 4 + 5 + 6) (=)	8,339						
9.	Reserved for indirect costs (-)	0						
10.	Reserved for administration (-)	0						
11.	Adjusted total allocation (line 8 - 9 - 10) (=)	8,339						

*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

2006-07 District Allocation of Title V, Part A (Innovative Programs), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title V, Part A (Innovative Programs), funds for 2006-07.		Agency: Del Mar Union Elementary				
CDE Contact: Jerry Cummings - (916) 319-0381 - JCumming@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.				
Description		SACS Resource Code: 4110				
		Title V, Part A (Innovative Programs)				
1.	2006-07 entitlement					2,668
2.	Transferred in (+)					0
3.	Transferred out (-)					0
4.	2006-07 amount after transfer (line 1 + 2 - 3) (=)					2,668
5.	2005-06 carryover (+)					0
6.	Repayment of funds (+)					0
7.	Funds available for flexible use under REAP*					0
8.	Total approved allocation (line 4 + 5 + 6) (=)					2,668
9.	Reserved for indirect costs (-)					0
10.	Reserved for administration (-)					0
11.	Adjusted total allocation (line 8 - 9 - 10) (=)					2,668

*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

2005-06 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2005-06.

Agency:

Del Mar Union Elementary

CD code:

3	7	6	8	0	5	6
---	---	---	---	---	---	---

CDE Contact: Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov

The page is not applicable. The LEA did not participate in TUPE in 2005-06.

A. TUPE Annual Fiscal Report	B. 2005-06 TUPE Carryover Calculation		
1. 2005-06 Entitlement amount	2003-04 Unspent TUPE funds*	5,212	
2. 2004-05 TUPE Carryover funds (must be spent or obligated by 6/30/06)	6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")	0	0
3. 2003-04 TUPE Carryover funds (must have been spent by 6/30/05)	7. 2004-05 Unspent TUPE funds	0	0
4. Total 2005-06 TUPE resources (sum of lines 1 through 3)	8. 2005-06 TUPE Carryover funds	5,212	5,212
5. Total 2005-06 Expenditures/Encumbrances	9. Percent (%) of 2005-06 entitlement to be carried into 2006-07 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0	100.00 %

C. TUPE Carryover Request Justification

<p>1. Explanation of why these funds could not be spent during the 2005-06 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2005-06 TUPE entitlement.)</p> <p>The Del Mar Union School District allocated TUPE funds to support the PeaceBuilders program. The contract with PeaceBuilders was signed at the end of June 2006 and was paid in July 2006. The program is being implemented in the 2006-2007 fiscal year.</p>	<p>2. Description of how these carryover funds will be used to implement TUPE in the 2006-07 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the principles of effectiveness, and the LEA's approved LEA Plan.)</p> <p>The contract with the PeaceBuilders program was implemented after the 2005-2006 fiscal year. The total allocation of \$5,212 was expended in July 2006.</p>
--	--

*These funds reverted 6/30/06. CDE will bill the LEA for these funds.

2006-07 District Allocation of TUPE Funds

California Department of Education

Consolidated Application

Purpose: To allocate Tobacco-Use Prevention Education (TUPE) funds for 2006-07.		Agency: Del Mar Union Elementary							
CDE Contact: <i>Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov</i>		CD code:	3	7	6	8	0	5	6
		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.							
		SACS Resource Code: 6660							
Description		Tobacco Use-Prevention Education (TUPE)							
1.	2006-07 entitlement	0							
2.	2005-06 carryover (as of 6/30/2005) (+)	5,212							
3.	Repayment of funds (+)	0							
4.	Total approved allocation (line 1 + 2 + 3) (=)	5,212							
5.	Reserved for indirect costs (-)	0							
6.	Reserved for administration (-)	0							
7.	Adjusted total allocation (line 4 - 5 - 6) (=)	5,212							

2006-07 Consolidated Application Comment Form

Page Number

Page 34: District TUPE Funds

CD Code

3768056

District Name

Del Mar Union Elementary

School Code

Comments

AS OF JANUARY 31, 2007 THE CDE HAS NOT POSTED 2006/2007 ENTITLEMENT

2006-07 District Allocation of EIA Funds

California Department of Education

Consolidated Application

Purpose: To allocate Economic Impact Aid (EIA) funds for 2006-07. The results from this page are used to make school-level allocations on page 36.			Agency: Del Mar Union Elementary		
CDE Contact: <i>Celina Arias-Romero - (916) 319-0272 - CAriasRomero@cde.ca.gov</i>			<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.		
Description			SACS Resource Codes: 7090/7091		
			Economic Impact Aid (EIA)		
1.	2006-07 entitlement		43,745		
2.	Transferred in	(+)	0		
3.	2005-06 carryover (as of 6/30/2006)	(+)	0		
4.	Repayment of funds	(+)	0		
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)	43,745		
6.	Reserved for indirect costs	(-)	0		
7.	Administration and evaluation	(-)	0		
8.	EIA activities operated by the district	(-)	0		
9.	EIA security	(-)	0		
10.	EIA alternative	(-)	0		
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10)	(=)	43,745		

* Line 11 to be allocated to schools.

2006-07 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

<p>Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.</p>	<p>Agency: Del Mar Union Elementary</p>							
<p>CD code:</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<p><input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p>								

A	B	C
CDE Contact:	<i>Richard Graham - (916) 319-0303 - RGraham@cde.ca.gov</i>	<i>Celina Arias-Romero (916) 319-0272 CAriasRomero@cde.ca.gov</i>
Name of School School Code	EIA-SCE - SACS Resource Code: 7090	EIA-LEP - SACS Resource Code: 7091
Sycamore Ridge 0110114	0	8,311
Del Mar Heights Elementary 6038111	0	2,625
Del Mar Hills Elementary 6088983	0	5,687
Carmel Del Mar Elementary 6110696	0	8,312
Ashley Falls Elementary 6115620	0	2,625
Sage Canyon 6117923	0	4,374
Torrey Hills 6120596	0	11,811
Total Allocated to Schools	0	43,745

2005-06 Reporting Form for School Safety and Violence Prevention

California Department of Education

(AB 1113, AB 658 of 1999)

Consolidated Application

<p>Purpose: To report expenditures of School Safety and Violence Prevention (SSVP) funds for the purpose of a legislatively required report on program activities.</p>	<p>Agency: Del Mar Union Elementary</p>
<p>CDE Contact: Kelli Omoto-Lee - (916) 319-0195 - KOmoto@cde.ca.gov</p>	<p>CD code: 3 7 6 8 0 5 6</p> <p><input checked="" type="checkbox"/> This page is not applicable because the LEA did not receive this type of funding.</p>

1. 2005-06 SSVP Allocation	\$ 0
2. 2004-05 Unspent funds from the SSVP Allocation	\$ 0
3. Total SSVP Resources (total of line 1 and line 2)	\$ 0

Category/Item	Expenditures and Encumbrances	Category/Item	Expenditures and Encumbrances
4. Personnel		8. Instructional Curricula and Materials	\$ 0
School Counselors	\$ 0	9. Law Enforcement Partnerships	\$ 0
School Psychologists	\$ 0	10. Other Uses of Funds	
School Social Workers	\$ 0	Other (specify)	\$ 0
School Nurses	\$ 0	Indirect Costs	\$ 0
Sworn Law Enforcement	\$ 0	11. Total Expenditures for SSVP	\$ 0
5. Communication Devices	\$ 0	12. Percent (%) of total SSVP 2005-06 resources remaining in 2006-07. If more than 25 percent, complete the bottom section of this page.	
6. School Safety Infrastructure	\$ 0		
7. Staff Training	\$ 0		0.00%

SSVP Funding - Planned Use of Remaining Funds

Description of how these funds will be used to establish programs and strategies that promote school safety and emphasize violence prevention.

2005-06 and 2006-07 Year-to-Date Expenditure Report for Selected Federal Programs

California Department of Education

Consolidated Application

<p>Purpose: To report year-to-date expenditures for 2005-06 and 2006-07 allocations. Each LEA that received a subgrant for the federal programs listed below in FY 2005-06 and/or 2006-07 must complete this page.</p>	<p>Agency: Del Mar Union Elementary</p>							
<p>CDE Contact: <i>Elena Fong - (916) 323-5808 - EFong@cde.ca.gov</i></p>	<p>CD Code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table> <p><input type="checkbox"/> The page is not applicable because the LEA did not participate in any of the listed programs.</p>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		

Year-to-Date Expenditures for Fiscal Year Allocations

SACS Code	Program	Description	2005-06 Expenditures	2006-07 Expenditures
3010	Title I, Part A	Educationally Disadvantaged Students	\$ 0	\$ 0
4035	Title II, Part A (see New Instructions)	1. Improving Teacher Quality	\$ 41,396	\$ 40,966
		2. Class Size Reduction	\$ 0	\$ 0
		3. Examination and Test Preparation Fees	\$ 0	\$ 0
4045	Title II, Part D	Technology	\$ 0	\$ 0
4203	Title III, Part A	Language Instruction for Limited English Proficient Students	\$ 11,200	\$ 0
4201	Title III, Part A	Immigrant Students	\$ 0	\$ 0
4110	Title V, Part A	Innovative Programs	\$ 4,902	\$ 5,104

2006-07 Consolidation of NCLB Administrative Funds

California Department of Education

Consolidated Application

<p>Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.</p>	<p>Agency: Del Mar Union Elementary</p>							
	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">5</td> <td style="border: 1px solid black; width: 20px;">6</td> </tr> </table>	3	7	6	8	0	5	6
3	7	6	8	0	5	6		
<p>CDE Contact: Dee Salerno - (916) 322-1770 - DSalerno@cde.ca.gov</p>	<p><input type="checkbox"/> This page is not applicable because the LEA did not participate in any of the listed programs.</p>							

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025	Title I, Part D (Neglected and Delinquent Children)		X
3170	Title I, Part F (Comprehensive School Reform)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4203	Title III (LEP Students)		X
4201	Title III (Immigrant Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X
4110	Title V, Part A (Innovative Programs)		X

October 2006 School Level Free and Reduced-Price Meals Program Report

California Department of Education

Consolidated Application

Purpose: To collect data used for Title I grant determinations and ranking, as well as several other state and federal program uses.	Agency: Del Mar Union Elementary
	CD code: 3 7 6 8 0 5 6
CDE Contact: Elizabeth Dearstyne - (916) 322-0494 - EDearstyne@cde.ca.gov	

A	B	C	D	E	F
			Number of Enrolled Students Ages 5-17		
Name of School School Code	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced- Price Meals*
Sycamore Ridge 0110114	KK	06	380	23	17
Del Mar Heights Elementary 6038111	KK	06	462	12	7
Del Mar Hills Elementary 6088983	KK	06	406	24	18
Carmel Del Mar Elementary 6110696	KK	06	491	9	11
Ashley Falls Elementary 6115620	KK	06	551	1	0
Sage Canyon 6117923	KK	06	769	2	1
Torrey Hills 6120596	KK	06	784	8	3

*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nu/sn/eligmaterals.asp>

2006-07 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.		Agency: Del Mar Union Elementary					
		CD code:	3	7	6	8	0
CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov							
Superintendent	Name Thomas Bishop	Title Superintendent	Salutation				
	Phone (858) 755-9301 Ext. 3699	FAX (858) 755-4361	E-mail tbishop@dmusd.org				
Consolidated Application	Name Cathy Birks	Title Business Services Specialist	Salutation				
	Phone (858) 755-9301 Ext. 3671	FAX (858) 793-9264	E-mail cbirks@dmusd.org				
Title I, Part A <input type="checkbox"/> Contact is N/A	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation				
	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org				
Title I Neglected or Delinquent <input type="checkbox"/> Contact is N/A	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation				
	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org				
Parent/Family Involvement <input type="checkbox"/> Contact is N/A	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation				
	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org				
Title II, Part A (Teacher Quality) <input type="checkbox"/> Contact is N/A	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation				
	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org				

2006-07 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.		Agency: Del Mar Union Elementary							
CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov		CD code:	3	7	6	8	0	5	6

Title III, Part A (LEP Students)	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation
<input type="checkbox"/> Contact is N/A	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org

Title IV (SDFSC) and TUPE	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation
<input type="checkbox"/> Contact is N/A	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dmusd.org

Cal-SAFE	Name	Title	Salutation
<input checked="" type="checkbox"/> Contact is N/A	Phone () - Ext.	FAX () -	E-mail

Homeless Liaison	Name Patricia Snider	Title Director of Pupil Services	Salutation
	Phone (858) 755-9301 Ext. 3694	FAX (858) 481-1076	E-mail tsnider@dmusd.org

Rural Education Achievement Program (REAP)	Name	Title	Salutation
<input checked="" type="checkbox"/> Contact is N/A	Phone () - Ext.	FAX () -	E-mail

School Safety & Violence Prevention AB 1113, 1999	Name Janet Bernard	Title Assistant Superintendent, Curriculum	Salutation
	Phone (858) 755-9301 Ext. 3693	FAX (858) 793-9264	E-mail jbernard@dumsd.org

February 21, 2007

To: Board Members

Through: Tom Bishop

Subject: Options for Board Policy on Purchasing Enrichment Staffing

Critical Question:

SHOULD THE DISTRICT CONTINUE THE PRACTICE OF ALLOWING SCHOOLS TO PURCHASE ENRICHMENT STAFFING POSITIONS THAT EXCEED THE ENRICHMENT ALLOCATIONS PROVIDED BY THE BOARD?

Background Information:

Three years ago, the Board of Trustees decided that enrichment positions be allocated to sites so that large schools with more students have more enrichment positions than small schools who have fewer students. When the Board adopted this policy, several smaller schools immediately asked if they could raise funds to purchase enrichment positions that would exceed the enrichment allocations that are provided by the Board. The Board responded by authorizing sites to purchase additional enrichment positions. The funding for these additional enrichment positions has been generated mostly by site PTA units. The Report from the Enrichment Equity Study Team outlines some of benefits and drawbacks that have resulted from the Board decision three years ago. Parents, teachers, and administrators have asked for a more definitive long term policy on this topic for the future.

District staff has created five possible policy options for Board consideration that may help the Board before it decides the 07/08 enrichment staffing policy. The options are explained to help all stakeholders understand the issues that surround each option. Mr. John Logan created a sixth policy option that was provided to the Board at a recent meeting

Also attached is "Answers to Enrichment Questions" that answers questions that were generated by the Enrichment Equity Study Team several months ago.

The Board also held a special board meeting on January 31, 2007 that provided the public with an additional opportunity to discuss this topic with the Board of Trustees. The January 31 meeting began at 5 PM and concluded shortly after 10 PM. No decision was reached.

Financial Update:

On January 17, Board member White asked for accurate information about the cost of the 06/07 enrichment program. Assistant Superintendent Whittington recently calculated that the classified enrichment expense will be \$124,791, while the District paid certificated expense (28.0 FTE positions) will be \$2,183,287 , and the site paid certificated expense (3.15 FTE) will be \$172,698. Thus the total 06/07 enrichment expense is expected to be \$2,480,776. The District currently anticipates that the DMSEF will make a \$600,000 donation toward the District's \$2,183,287 certificated expense by the end of the 06/07 school year.

Considerations:

1. Does the Board have an interest in ensuring that all DMUSD students receive the same instructional program?
2. Should some DMUSD students have a "richer" program than other district students, based upon the capability of individual sites to raise funds to purchase additional staffing?
3. Does the Board have an interest in the allocation of instructional time that will keep our schools focused on NCLB and our high priority academic goals as measured by STAR testing results and the Academic Performance Index?

**ENRICHMENT STAFFING POLICY
2007/2008**

Option 1

Maintain all current 06/07 practices within the DMUSD and DMSEF and allow sites to purchase enrichment staffing positions that will exceed the 07/08 enrichment allocation. (Status quo)

Benefits:

- Enhances site vision and program
- Increases enrichment opportunities at some sites
(See complete list of benefits from the Study Team in previous board item)

Drawbacks:

- Creates program inequity across the seven sites
- Encourages competition between DMSEF and PTAs that harms DMSEF
- Causes confusion regarding complex DMSEF formula that includes site incentives
(See complete list of drawbacks from the Study Team in previous board item)

Option 2

Distribute 100% of enrichment resources based exclusively on student enrollment; Board identifies DMSEF as exclusive organization that may raise funds for enrichment staffing; DMSEF raises funds as a “whole district”, not as individual sites. Sites are not allowed to purchase additional enrichment staffing because of negative impact on enrichment equity, and negative impact on DMSEF.

Benefits:

- Provides an equitable enrichment programs across the District
- Reduces fund-raising pressure on PTA units

Drawbacks:

- District may not have adequate resources to support site goals/vision
- Donations to DMSEF may decline

Important Notes

This option eliminates the practice of establishing DMSEF annual site goals and also eliminates incentives for those school communities that reach their annual DMSEF goal. Instead, all DMSEF donations would be placed in one pool and tracked all as a whole district. (The 06/07 DMSEF goal per student is \$190; in previous years, those schools that met the annual goal (\$190 x enrollment) by March 1 were allowed to purchase ADDITIONAL enrichment positions (beyond the District enrichment allocation) if the site had ADDITIONAL funds to pay for the ADDITIONAL position. Thus, a school with 400 students had a DMSEF annual goal of \$76,000. If this site wanted additional enrichment staffing for the

following school year, the DMSEF needed to receive \$76,000 in donations from parents at this site AND the site needed to (simultaneously) raise the money to pay the salary/benefits of the extra teacher. For 07/08, we estimate that the total cost (salary, benefits, retirement, etc) of one full time enrichment teacher will be at least \$65,000. So this hypothetical school of 400 that wants an extra enrichment position will need to raise \$141,000 by March 15.

Dividing \$141,000 in expense by 400 students means that the cost to each student is \$352. It is uncertain how many parents can make a \$352 donation during the next few months, but not every parent at every site is capable of donating \$352 to help purchase additional enrichment teachers. Because some parents can't donate \$352, other parents may contribute an amount that exceeds the \$352 amount.

During the past three years, all sites have reached their annual DMSEF goal, which has been the minimum "benchmark". If a site meets its DMSEF annual goal (benchmark), then the site gets an additional benefit: it gets to keep any DMSEF money raised above the annual goal. During the 05/06 school year, the seven sites exceeded their annual goal by about \$100,000.)

Option 3

District assumes 100% of the expense for enrichment program for 07/08 ONLY; Sites not allowed to purchase enrichment positions beyond District allocation; DMSEF is identified as the exclusive organization that raises funds for enrichment positions; Sites are not allowed to raise funds for additional enrichment staffing. During 07/08, District asks DMSEF to raise \$800,000 for 08/09 enrichment staffing. Then 08/09 enrichment staffing is adjusted, based on funds actually raised by Foundation during 07/08. If the DMSEF raises \$400,000 during 07/08, then District designs 08/09 enrichment to include \$400,000 contribution from DMSEF that will be given to the DMUSD by the DMSEF on June 30, 2008. District estimates that total cost of 08/09 enrichment program may be \$2,400,000. District contributes \$1,600,000 and DMSEF contributes \$800,000; if DMSEF contributed less than \$800,000, enrichment program would have to be adjusted.

Benefits:

- Equitable enrichment staffing across the District
- New incentive program for parents to donate to DMSEF

Drawbacks:

- Less DMUSD fiscal integrity; fewer resources in an uncertain future
- District reserves (already not at suggested level for basic aid school district) dip lower, while District challenges (Shores, GASB-45, collective bargaining) likely increase.

Option 4

District assumes 100% of enrichment expense, based exclusively on student enrollment, for indefinite future; PTAs and individuals not allowed to purchase enrichment staffing.

Benefits:

- Equitable enrichment across the District

Drawbacks:

- Significant reductions in unidentified staff/programs for 07/08
- Will likely impact collective bargaining

(If no reductions made, reserves exhausted in four/five years because expenses will be significantly higher than revenues. Inability to meet new challenges.)

Option 5 (New option on 2-28-07)

Maintain all current 06/07 practices within DMUSD and DMSEF and allow sites to purchase enrichment staffing positions that exceed the District's 07/08 enrichment allocation. (NEW) DMUSD Board of Trustees identifies DMSEF as the exclusive organization that can raise funds for 07/08 enrichment staffing.

Benefits:

- Eliminates fundraising competition between DMSEF and site PTAs.
- Enhances site vision and programs for students
- Increases enrichment program at some sites

Drawbacks:

- Creates enrichment program inequity at some sites
- Requires parents at some sites to contribute to DMSEF at a time when not all DMUSD parents support DMSEF business practices and expenditures.

Option 6 (John Logan's proposal)

Option 7 (New Proposal by Trustees White and Easton)

Board members White and Easton recently notified the Superintendent that they are working on a new enrichment equity option that will likely be ready for distribution on Friday, February 23. This new proposal will be discussed during the February 28 Board meeting. The White/Easton proposal was not ready when the Board packet went to print on February 22.

Option 8

It is possible that an additional Board member may create an eighth option for Board consideration on February 28. No such option had been received by DMUSD staff as the February 28 board packet went to print on February 22.

RECOMMENDED: Hopefully the Board can make a decision on this topic tonight so that staff can begin planning the 07/08 enrichment program.

January 9, 2007

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Study Team Report on Additional Funding for the Site Enrichment Program

On August 23, 2006, the Board of Trustees approved the formation of a District Study Team to examine the current practice of allowing parents to purchase additional enrichment program staffing at each school site. Although the District has appreciated the additional financial support for the enrichment program, the practice has had an impact contrary to the Board approved equity concept formula for enrichment staffing. This impact has necessitated a need for further study and review of the practice.

On October 30, 2006, site administrators participated in a meeting to brainstorm the "pros" and "cons" of parents purchasing additional staffing (Attachments A and B). In the afternoon of October 30, a Study Team of fourteen members representing parents and staff from every school went through the same process. The Study Team then compared their brainstorming lists with the brainstorm lists developed by the principals. Both lists were then merged together as found in Attachments C and D. The Study Team was also able to formulate key questions (Attachment E) related to the pros and cons that need to be addressed as recommendations for Board policy are discussed and developed.

The District would like to sincerely thank all the members of the Study Team for their time and effort with this task. Team Members include:

Ashley Falls

Sue Lichter, parent
Kris Pike, teacher

Carmel Del Mar

John Logan, parent
David Skinner, teacher

Del Mar Hills Academy

Jana Stoudemire, parent
Cecelia McPhee, teacher

Del Mar Heights

Kim Filanc, parent
Kathy Zack, admin. asst.

Sage Canyon

Kim Cassidy, parent
Peg LaRose, principal

Sycamore Ridge

Juan Carlos Nava, parent
Jennifer Howard, teacher

Torrey Hills

Janet Kahn, parent
Tanya Lubomudrov, teacher

Board Meeting of January 17, 2007

This evening, three members from the District Study Team will present a summary of the Study Team meeting held on October 30, 2006:

Timeline/Process	–	Peg LaRose, Principal, Sage Canyon
Pros/Cons	–	Jen Howard, Teacher, Sycamore Ridge
Questions	–	John Logan, Parent, Carmel Del Mar

The next Board agenda item offers several options the Board should consider in developing a policy on enrichment staffing for the 2007-08 school year.

FISCAL IMPACT: The total enrichment program costs the District approximately \$2.2 million dollars each year. The District receives approximately \$600,000 from the DMSEF and \$100,000 from the PTAs to offset this total cost.

RECOMMENDED: The administration requests direction from the Board with the best option for providing:

1. Equity to ALL students
2. Teacher release time to meet the contractual obligation
3. A program option that supports the District's Mission and the Foundation's Mission

Process Timeline for 2006

- | | |
|---------------------|--|
| January – February | Equity formula for enrichment staffing developed. |
| March | Enrichment staffing for 06-07 presented to the Board as an information item. |
| August | Board approved the deployment of a District Study Team. |
| September - October | External Facilitator (Lyn Perino) and Internal Facilitator (Janet Bernard) met to map out a working strategy for the Study Team and to develop an agenda. |
| October | Met with the site administrators and District Study Team to brainstorm pros, considerations, and questions. Subcommittee selected to present all information to the Board. |

Enrichment Staffing

October 30, 2006

AGENDA

Issue: Should Parents Be Able to Purchase Additional Staffing for the Enrichment Program?

Principals

Establish Ground Rules
History/Background
Pros and Cons of Issue
(No decisions . . . information for Study Team only)

Study Team

Establish Ground Rules
History/Background
Pros/Cons of Issue
Compare with Principal Pros and Cons
Generate Questions to be Addressed

Information to the Board for next steps.

Attachment B

**Additional Parent Funding
for the
Site Enrichment Program**

Pros

- Reflects desires of individual school communities
- Helps to develop well-rounded individuals (physical education)
- Promotes the uniqueness of individuals
- Provides incentives for parents to contribute to a particular area of interest
- Allows for additional opportunities for teachers to work together in professional learning communities
- Expedites meeting student needs
- Supports site educational plans
- Expands the educational program and enriches student learning experiences
- Supports flexibility with staffing
- Allows for greater flexibility in program scheduling
- Equalizes curriculum offerings
- Improves the learning opportunities for some students who may not otherwise have them
- Enriches the educational program beyond the core academics
- Provides a deeper understanding of the curriculum
- Creates a sense of schoolwide and districtwide unity
- Provides a competitive educational program as compared to program offerings found in many private schools
- Allows students to maximize their potential
- Enhances the Academy Program vision and program model
- Encourages intradistrict transfers to smaller schools
- Supports the instructional model for technology
- Builds capacity among classroom teachers
- Communicates to parents that needs can be addressed and met
- Opens endless possibilities for an enriched educational program
- Allows schools to be different
- Expands the amount of program funding received from state and federal sources
- Provides an opportunity for parents to directly support an enriched curriculum for their children
- Supports a positive dynamic between parents, staff, and students

Attachment C

**Additional Parent Funding
for the
Site Enrichment Program**

Cons

- Creates unbalanced programs
- Conflicts with the mission statement and core values of the Del Mar Schools Education Foundation
- Increases the potential for encroachment on core program instructional minutes, which affects the district's highest priority—student achievement
- Causes the enrichment program to look differently from site to site
- Creates anxiety on staff assignments; feelings of uncertainty and a lack of continuity from year to year
- Forces principals and teachers to become fundraisers and experience marketing pressure
- Causes parents who contribute to desire a voice in personnel practices, which changes the dynamics between site staff, administration, and parents
- Increases the potential for students to receive different programs across the District; programs cannot be sustained for all children
- Creates divisiveness within the community
- Causes an unbalance with fundraising efforts due to the varied socio-economic status of school communities; could eventually lead to schools of "have" and "have not"
- Increases the risk for negatively impacting personnel policies and practices, i.e., hirees get District "rights," and/or unqualified people being hired
- Perpetuates competition and confusion among and between the PTA and Foundation; could lead PTAs away from their mission
- Causes an unclear understanding as to how additional funds are used
- Conflicts with the District's core belief of a responsibility to ALL students
- Dilutes efforts to create equity; a new layer of inequity emerges
- Establishes philosophic incongruence; some believe the District should fund ALL staff, including credentialed enrichment staff
- Increases the potential for viewing parent funding as a threat
- Affects site collaboration efforts
- Creates a negative school climate with the loss of an enrichment teacher due to lack of funding

Attachment D

**Additional Parent Funding
for the
Site Enrichment Program**

Questions

- How do we keep the current benefits and address equity?
- What is our definition of equity?
- Can we raise the full-time equivalent baseline for both enrichment and PE?
- How much can enrichment funding be cut without impacting programs?
- What's the difference between a "program" and a "teacher"?
- Can the enrichment teachers and P.E. teachers be funded 100% by DMUSD?
- Could the enrichment teachers and PE teachers be funded 100% by an endowment?
- Can the PE program be considered an enrichment program?
- How much differentiation can happen legally?
- Could the 501(c)(3) status of DMSEF be in legal jeopardy due to not meeting their mission statement of supporting "all students"?
- What District funds are available to support the enrichment program?
- Should PE be viewed more critically since it is mandated by the State of California?
- What are the enrichment program differences between schools?

Consider:

- Quality?
- Amount of time per subject area?
- Staff utilization?

Attachment E

Board Meeting of January 17, 2007

- What are the various roles of the DMSEF, PTA and DMUSD in relationship to enrichment staffing?
- What role do the PTAs have in fundraising?
- How many enrichment specialists should be purchased without negatively impacting the core academic program?
- What happens if a school does not meet its fundraising goal?
- Could enrichment teachers travel as itinerant specialists?
- How would itinerant specialists affect other instructional programs in a school?

Attachment E

Partial Answers to Enrichment Equity Study Team Questions:

1. **QUESTION:** *What are the enrichment program differences between the schools—How is the quality different? How is the amount of time different? How is the staff utilization different?*

Answer: Currently, the sites have been provided specialist time in four or five enrichment areas (Art, Music, Science, Technology, and Physical Education) so that K-3 teachers are provided with 120 minutes of prep time each week, and 4-6 teachers are provided with 180 minutes of prep time every week. Because the sites have different enrollment numbers and different numbers of upper and lower grade sections, some schools have been assigned more enrichment staffing. Once a school has been assigned its number of enrichment teacher positions for the next school year, site principals study the needs of students and review the curricular goals of the site, and review personnel that will be available prior to determining the site's optimal schedule/program.

Some sites (AF, SC) have certificated Physical Education teachers because the site PTA raised funds during the previous school year and donated the funds to the DMSEF so that the site could purchase additional staffing in the next school year. Another site (Heights) restructured its enrichment Science program two years ago by eliminating the Science enrichment teacher position and then hiring a Physical Education teacher. Other sites have used PTA or grant funds to purchase classified Physical Education teachers and/or programs.

Del Mar Hills Academy raised funds during the previous school year and has purchased an additional enrichment position for the current school year, in addition to their 06/07 allocation from the district.

Observation: Torrey Hills School is currently assigned six enrichment teacher positions because of its large size. By having six enrichment positions, the K-6 teachers at Torrey Hills receive 120 or 180 minutes of prep time. If Torrey Hills was assigned four enrichment positions, the enrichment master schedule at Torrey Hills would not meet the prep time requirement that is contained in the DMCTA contract.

Currently the 774 students at Torrey Hills have one music teacher to provide music instruction, while the 559 students at Ashley Falls also have one music teacher. The 392 students at Sycamore Ridge also have one music teacher.

The students at these three schools get different amounts of instructional time in music, which illustrates one of the main ways that enrichment is different at the sites. School size impacts the amount of enrichment time that is provided to students.

Another factor that contributes to different amounts of enrichment time at different sites has been the past practice of allowing sites to raise money and purchase additional enrichment positions that exceed the District enrichment allocation. For example, the Del Mar Hills Academy was allocated 3 enrichment positions for 06/07, but the parent community raised enough money during 05/06 so that it purchased an additional enrichment position for 06/07. This means that the 411 students at Del Mar Hills Academy have one music position assigned to their school, while the 779 students at Torrey Hills also have one music position.

In the past schools have been given some latitude in the selection of the content area for the fifth or sixth specialist at a site. For example, Torrey Hills has been assigned six enrichment positions for the 06/07 school year, and the site decided to use one of the six enrichment positions to provide a unique enrichment program that emphasizes Reader's Theater, Drama, and "Future Problem Solving". While the students at Torrey Hills get less instructional time in music than the students at the Hills Academy, the students at Torrey Hills receive a unique enrichment program (Reader's Theater, Drama, and Future Problem Solving) that students at Hills do not experience.

What is common to all 06/07 site enrichment programs is that the seven sites currently provide students with certificated instruction in Art, Music, and Technology. Six of the seven sites are also providing students with certificated enrichment instruction in Science.

What varies throughout the seven sites is the amount of instructional time in each enrichment content area. Large schools have less instructional time per student in Art, Music, and Technology, while small schools have more instructional time per student, due to the number of students who are served in each school.

Currently, each of the 28 enrichment teachers is assigned to one site that results in students having different amounts of enrichment time because site enrollments are not the same across the district. This challenge is not new to public schools, and most school districts avoid this inequity by assigning each enrichment teacher to an itinerant schedule that will result in all students receiving the same amount of instructional time. For the past 10+ years, DMUSD enrichment specialists have been assigned ONLY to one site, which means that students at smaller sites receive more instructional time in each enrichment content area than students at large sites.

2. QUESTION: *What is enrichment equity?*

Answer Enrichment equity may mean "Providing students with equal access to the different enrichment content areas and also providing students with the same amount of instructional time in the different enrichment content areas."

Physical Education Questions (#3 - #7):

3. **QUESTION:** *Can the 28 District enrichment positions and the current PE positions be funded 100% by the District?*

Answer: The 28 current enrichment positions will cost \$2.3 (with Physical Education) million during 06/07. Without the full DMSEF contribution of \$600,000 for the 06/07 year, the DMUSD budget will fall out of balance. When the Board adopted its 06/07 budget in June, the 06/07 General Fund was expected to end the 06/07 school year with a very small surplus of \$410,211. The current board adopted budget for 06/07 for the General Fund is a deficit of \$654,124. If the \$600,000 in DMSEF revenue is eliminated from the 07/08 budget, the budget will fall further out of balance and will require budget cuts. (Increased class size? Less prep time? Less custodial staff? Fewer staff members?) Additionally, with Ocean Air School (School #8) opening to students and staff in August 2007, the Board faces the challenge of shifting some existing enrichment positions from schools that will lose enrollment, and to provide Ocean Air students with Art, Music, Science, and Technology enrichment staffing.

The Board approved DMUSD Strategic Plan (1999-2000) called for the creation of an educational foundation that would raise considerable funds to pay for an expanded enrichment program for DMUSD students. In 1999-2000, the Board approved the creation of the DMSEF so that new programs (certificated Art, Music, Technology) could be funded without cannibalizing existing programs.

4. **QUESTION:** *Can we raise the FTE (full time equivalent) baseline for both enrichment and PE?*

Answer If District decided to raise the baseline number of enrichment/PE teachers from its current level of 28, the District would need significant new revenue to pay for the new baseline number, or the District could make significant budget cuts to pay for the new expense.

5. **QUESTION:** *Could the enrichment teachers and PE teachers be funded 100% by an endowment?*

Answer Yes and that's one reason many staff, parents, and community members have made generous contributions to the DMSEF since it came into existence. If the DMSEF could write a check to the DMUSD for \$2,000,000 next year, then the District may be able to provide DMUSD students with additional benefits (perhaps lower class size in grades 4-6).

6. **QUESTION:** *Can the PE program be considered an enrichment program?*

Answer: Already, Del Mar Heights has re-structured its Science enrichment program to put PE into the Heights enrichment schedule/program. In addition, AF

and SC have raised funds and purchased PE positions that are included in the enrichment program at AF and SC. During the current school year, Torrey Hills School filled one of its six enrichment positions with a certificated PE teacher.

PE is the only curriculum area in California where the state has specified the number of instructional minutes per week. The California Education Code requires the DMUSD to provide 200 minutes of PE instruction to all students every 10 school days. The California Education Code does not mandate instructional minutes in any other content area.

Perhaps the DMUSD Board may wish to discuss the possible adoption of a board policy that mandates core instructional time (and minutes) so that students get adequate core instructional time.

7. QUESTION: Could the K-6 Enrichment program be staffed by Art, Music, Science, Technology, and PE teachers?

Answer: Currently the 28 District paid enrichment positions have been allocated to provide Art, Music, Science, and Technology. It is conceivable that at least one or more of the 28 positions could be re-allocated to create several ITINERANT PE teacher positions that could provide instruction at the seven sites. The introduction of itinerant PE teachers will impact the site master schedules for enrichment and core instruction.

Of course the Board could choose to fund 7 new PE teacher positions, but without new revenue (could come from the DMSEF) or new program reductions, the District 's 07/08 budget would likely be negative. The 2006/2007 DMUSD Goals and Objectives include the formation of a PE Action Team to study how the DMUSD might create a superior PE program for all students. When given the choice of hiring 7 PE teachers or hiring 7 classroom teachers and reduce class size in grades 4 and 5, many DMUSD parents have expressed their preference to lower class size. What is the preference? Lower class size or additional PE teachers?

8. QUESTION: How many enrichment specialists should be purchased without negatively impacting the core academic program?

Answer : If students spent their entire school day receiving instruction in art, music, science, technology, and PE, then it seems predictable that student achievement in Language Arts (reading, writing, listening, and speaking), Math, History/Social Science, and Science would likely decline. The DMUSD Board and Superintendent expect that all seven sites have a balanced instructional program that promotes academic achievement and enrichment programs. Right

now students get several hours of language arts each day, while the same students get about two hours (grades 1-3) or three hours (grades 4-6) of enrichment each week. This allocation of time has produced high achievement in the academic content areas as measured by the mandated California Standards Tests. An excellent program is a balanced program.

9. **QUESTION:** *How much can enrichment funding be cut without impacting programs?*

Answer: If the District decided to eliminate 20% of the enrichment teachers at all seven sites, it is obvious that the enrichment program would be impacted, and the District would struggle with its contractual obligation to provide teachers with prep time.

Answer: (However if there was a declining enrollment site that went from 400 pupils down to 300 pupils, the need for regular classroom teachers and enrichment specialist teachers would also decline by 25%. Depending how the District allocated enrichment staffing, all four of the enrichment areas can still be offered. Having fewer students reduces the need for all staffing, including enrichment staffing. When Sycamore Ridge opened in August 2005, its enrollment was about 300 pupils. One of the three enrichment specialists at SR agreed to provide art instruction 0.50 FTE and science instruction 0.50 FTE. Thus all four enrichment content areas are being provided at a small school.

10. **QUESTION:** *What district funds are available to support the enrichment program?*

Answer: Currently, the District has budgeted \$1,600,000 from the 06/07 general fund to pay for 70% of the 06/07 enrichment expense. The total cost of the 06/07 enrichment program is \$2.2 million. If the DMSEF is unable to make a portion of its 06/07 donation to the general fund, it is anticipated that the 06/07 general fund will not be balanced.

If the 2006/2007 budget goes into the "red", then the Board will have to study its options in order to get the 07/08 budget back into the "black". The SDCOE provides state fiscal oversight to the DMUSD, and will likely not recommend that the DMUSD lower its reserves to pay for future enrichment. Reserves are usually expended on "one time" expenses that do not have ongoing cost. An example is a new roof for a school that may be necessary. A new roof is a one-time expense, while music teacher and program have on going expenses. Reserves are necessary for unforeseen challenges and problems.

11. QUESTION: *How could itinerant teachers travel as itinerant specialists?*

Answer: If the Board wanted to provide students at larger schools with additional enrichment time, the Board could assign some of the current non-itinerant specialists to itinerant positions that travel to different schools. This is a common practice in most other school districts. If the Board decided to have itinerant positions, the administration would collaborate with the specialists to design itinerant schedules that meet contractual requirements and are good for students and itinerant teachers.

One consequence of having itinerant specialists is that the master schedule at each site would be impacted and would require cooperation between principals. Designing a successful balanced itinerant enrichment schedule across seven sites would take considerable time and is a change for the enrichment program. The DMUSD special education program has used itinerant staff (school psychologists, speech pathologists, occupational therapists, and adaptive PE teachers) for many years.

12. QUESTION: *What happens if a school doesn't make its DMSEF goal?*

Answer: Currently there are NO negative "consequences" for a site that doesn't meet its DMSEF annual goal (\$190 per pupil). Instead there are positive incentives that have helped sites to make the annual goal. The first positive incentive is that a site that makes its DMSEF annual goal can purchase additional enrichment staffing (certified or classified) beyond the normal allocation, like a PE teacher or increase staffing from 3.0 FTE enrichment positions to 4.0 FTE enrichment positions. The second positive incentive is to provide sites that make their annual goal with 100% of the amount over the site goal. (For example, lets assume that a site with 500 students raised \$100,000 through the DMSEF in one school year. The Foundation would recognize that the site had met its annual goal of $500 \times \$190 = \$95,000$, and would provide the site with a \$5000 reward that could be used to purchase items that will enhance or improve the school.) The two incentives have helped schools to meet their annual DMSEF goals without imposing a negative consequence. In addition, the annual goal amount (\$190 per year per student) has been set low enough so that all sites can reach the goal and enjoy the possible benefits.

13. QUESTION: *What are the various roles of the DMSEF, PTA, and DMUSD in relationship to enrichment staffing?*

Answer: The DMUSD has provided about 60-70% of the cost of enrichment staffing for the past few years. Last year, the DMSEF donated over \$500,000 that helped to pay about 30% of 05/06 enrichment expenses. For fiscal 06/07, the Enrichment program will cost about \$2.2 million, and the DMSEF has pledged to make a \$600,000 contribution.

During the past three years, the Board has allowed sites that have reached their annual DMSEF goal to purchase additional staffing if the PTA had the resources to purchase the additional position. This has put PTA leaders at some sites (that want to purchase additional staffing) into the challenging role of being fundraisers, and can cause confusion. The historic mission of PTA units has been to support programs, and some PTA members have come to recognize that fundraising should NOT be the primary task of the PTA. One reason that the DMSEF (with unanimous support from the DMUSD school board) came into being was to centralize all fundraising under the leadership of a fundraising expert employed by the DMSEF. What has occurred in the past four years is that PTAs are still doing a great deal of fundraising so that declining enrollment schools (Hills and Heights) can maintain their historic "high water" level of enrichment positions, while PTAs at other schools are raising funds to secure PE specialists. The status quo in Del Mar is that the PTA is a fundraiser, while the DMSEF is another fundraiser. Having two separate groups raising funds for "enrichment" requires considerable communication and shared goals.

14. (NEW QUESTION): *When will the staff provide the Board of Trustees with the proposed 07/08 site enrichment allocations?*

Answer: Staff recently received the 2007 Davis Demographic enrollment projection that helps staff to estimate the August 2007 enrollment by attendance area. The opening of Ocean Air School in August 2007 will result in enrollment shifts at Torrey Hills, Sycamore Ridge, Del Mar Heights, Del Mar Hills Academy, Sage Canyon, and CDM. Currently Torrey Hills has 294 students enrolled who live in the Ocean Air attendance area, while Sage Canyon has enrolled 48 students who reside in the Ocean Air attendance area. Del Mar Heights has enrolled 38 students who reside in the Ocean Air attendance area, while Del Mar Hills Academy has 31 students who reside in the Ocean Air attendance area. Sycamore Ridge has 35 students who reside in the Ocean Air attendance area, while CDM has 10 students who reside in Ocean Air attendance area.

With a significant enrollment decline predicted for Torrey Hills, the District will likely transfer one or more enrichment positions from Torrey Hills to Ocean Air School so that the 07/08 Ocean Air students will receive enrichment programs that are similar to the 06/07 enrichment programs at Torrey Hills.

The Board of Trustees will be approving the 07/08 enrollment policies in February/March, and that will impact the number of students at each site for 07/08.

The Board will also have to determine the total number of 07/08 enrichment positions as well as the allocation of the enrichment positions that will serve our students during 07/08. Staff hopes to have a draft of possible 07/08 enrichment allocations by the March meeting of the Board of Trustees.

Financial Questions
Asked by the Board of Trustees on January 17, 2007

15. QUESTION: What district funds can pay for enrichment teachers?

Answer: The Unrestricted General Fund is the appropriate fund to pay for enrichment teacher salaries. It is poor fiscal policy to use one-time reserves to pay for on-going programs like enrichment.

16. QUESTION: Can \$600,000 be found in the 07/08 General Fund-Unrestricted budget to cover 100% of the 07/08 enrichment expense?

Answer:

- Cutting the 07/08 supply budgets at sites and district office by 35% will save \$600,000.
- Cutting classified staff currently funded by the General Fund across the district 20% will save \$600,000.
- Cutting certificated staffing by 4% across the district, one per site, and utilizing combination classrooms throughout the district will save \$600,000.
- Any combination of the above strategies to create a \$600,000 savings.

17. QUESTION: Can we implement energy saving strategies to reduce our utility costs by \$600,000?

Answer: In the 05/06 school year, the Board of Trustees agreed to have all schools (except Sycamore Ridge) retrofitted for energy saving lighting. The retrofit did result in reduced electricity usage. The savings is built into the 06/07 budget.

18. QUESTION: Do the After School Programs or the DMUSD National School Lunch Program use any General Fund resources?

Answer: Both programs reimburse the General Fund or pay directly for any resources they use. There is no negative financial effect on the General fund as a result of the district running these programs.

19. QUESTION: What is the largest transfer of funds out of the General Fund—Unrestricted?

Answer: Currently there is a transfer of \$2.2 million budgeted for the Special Education Encroachment. Funding for special education programs is far below the cost of providing legally mandated services for the students. This is a dilemma statewide.

20. QUESTION: What are any known additional costs for 07/08 at this time?

Answer:

- Step and column (06/07 cost): \$408,000
- Additional principal, administrative assistant, office assistant, head custodian, night custodian, health technician and library technician for Ocean Air: \$380,000
- Utility rates are expected to increase
- Salary and benefit increases to be negotiated
- Three expansion teacher positions including one in special ed.: \$270,000

21. QUESTION: How will the new GASB45—Retiree Benefits mandate, impact the 07/08 budget?

Answer: The district is currently participating in an actuarial study to quantify our liability. The district must begin funding the liability in the 08/09 school year. The new mandated GASB45 requirement will have a significant negative fiscal impact on the 08/09 budget.

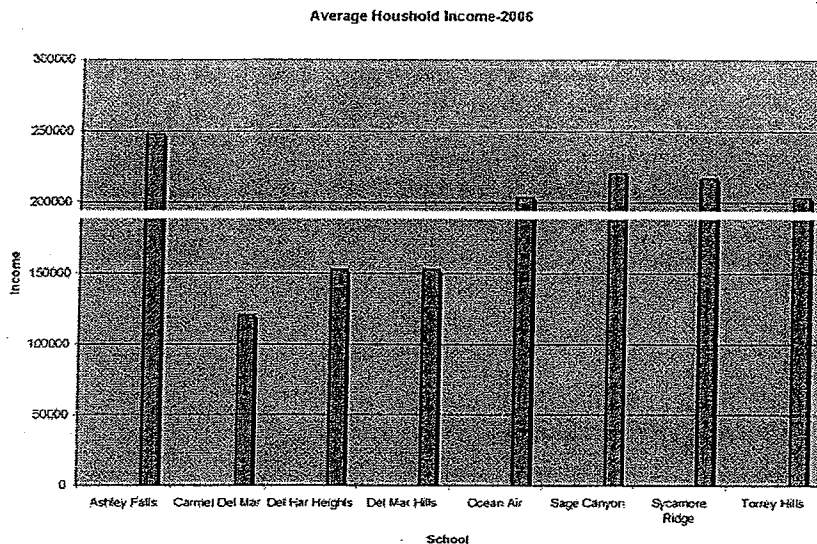
22. QUESTION: How does the district plan to pay for anticipated new 07/08 expenses?

Answer: Over the last four years property taxes have increased by an average of 11%. The district is hoping the 07/08 increase in property taxes will pay all or a portion of the anticipated increased expenditures.

EQUITY PROPOSAL

GIVEN: The parent contribution for the ESC program district wide is \$190/student.

The Average household income for the DMUSD is \$ 190,000



For all schools under this average, reduce parental contribution by its percentage under the average. Do not penalize schools that are over the average.

This would reduce CDM's goal by 36.5% to \$ 60,325

DM Hills goal would reduce by 19.5% to 63,015

DM Heights goal would reduce by 19.5% to 71,806

Total district-wide goal would then be \$666,346

1. Make up the balance of \$ 70,000 by increased Foundation fundraising (corporate/events/endowment) and/or increased district participation
2. Institute a floor of 4.0 ESC teacher positions per school.
3. Preserve the ability to purchase extra teachers @ \$65K/position

LOGAN EQUITY PROPOSAL----Analysis

1. **AVERAGE HOUSEHOLD INCOME FOR SYCAMORE RIDGE:** The Logan proposal uses U.S. Census data from the year 2000. A significant number of the homes/condominiums/apartments/ in the Sycamore Ridge School attendance area had not yet been constructed when the 2000 Census data was gathered. The District contacted Davis Demographics to ask if the U.S. Census Bureau data from the year 2000 had been adjusted since 2000 to include the two City of San Diego public housing developments that are now located within the Sycamore Ridge attendance area. Davis Demographics suggested that it was probable that the U.S. Census Bureau had not included the two public housing developments in its 2000 data because the two developments may not have been constructed in 2000. Davis Demographics was unable to find a U.S. Census Bureau statistician that could confirm whether or not the Census Bureau had included the two public housing developments in the 2006 estimates.

To find a more current measurement of average household income for the District's seven attendance areas, District staff reviewed 2006/2007 student enrollment in the National School Lunch program. That data shows that 12.7% of the students who attend Sycamore Ridge are enrolled in the National School Lunch program, while 9.1% of the students who attend Del Mar Hills Academy are enrolled in the National School Lunch program. Data shows that 4% of the students who attend Del Mar Heights School are enrolled in the National School Lunch program, while 4% of the students who attend Carmel Del Mar School are enrolled in the National School Lunch program. Less than 1% of Torrey Hills and Ashley Falls students are enrolled in the National School Lunch program, while no Sage Canyon Schools students are enrolled in the National School Lunch program.

Enrollment data for the National School Lunch program is part of the annual student registration process.

Enrollment data that measures participation in the National School Lunch program is not a measurement of average household income, but it is a data piece that is calculated annually, and may be a useful tool for the Board if the Board decides that the DMSEF annual goal should be different for different attendance areas.

Mr. Logan's proposal may need to be modified so that the annual goal for Sycamore Ridge is adjusted down to the level of Hills, Heights, or CDM.

2. Mr. Logan proposes to establish a floor of 4 enrichment specialist positions for all schools. If Mr. Logan's floor of at least four specialists was implemented for 07/08, then the Board would need to fund at least 32 enrichment specialist positions, while the Board is currently funding 28 enrichment positions. Given that the total cost for each specialist position is \$75,000, then Mr. Logan's

proposal will raise the cost of 07/08 enrichment by \$300,000. In addition, 4 enrichment positions at Sage Canyon School will not provide enough contracted prep time, which will violate the DMCTA contract. The solution is to provide a fifth enrichment specialist at Sage Canyon which will cost another \$75,000, bringing the total number of District paid specialists to 33 positions, with a total cost increase of \$375,000.

3. Mr. Logan's proposal could be modified so that each 07/08 school is provided with three enrichment specialists plus the larger schools get additional enrichment staffing so they don't violate the DMCTA contract. If each school is allocated three positions, then the eight sites will need 24 enrichment specialists. The remaining four specialists would be allocated to the large schools so that the "large" schools (Sage Canyon and perhaps Torrey Hills and Ashley Falls) comply with the DMCTA contract.

February 21, 2007

To: Board Members
From: Tom Bishop
Subject: Clarification, \$35,000 Donation from Height PTA to DMUSD

NOTE: The issue of the \$35,000 donation by the Heights PTA may be resolved in the Board's discussion about enrichment equity (Item 6.3). If this item has not been resolved in the Board discussion about enrichment equity, then this item will be discussed by the Board tonight.

On October 25, the DMUSD Board of Trustees accepted a \$35,000 donation from the Del Mar Heights PTA.

Amelia Morris, a parent at Del Mar Heights and also a member of the Board of Directors of the DMSEF, recently asked that a Board item on the \$35,000 donation be included on February 28 Board agenda. Attached is a copy of January 30, 2007 email from Amelia Morris requesting that the \$35,000 item be placed on the February 28 Board agenda.

Relevant information for the Board of Trustees:

- A. The 2006/2007 DMSEF goal for Del Mar Heights School is \$87,400 (460 students x \$190 per student). As of 2-10-07, the Heights parents have contributed \$64,575 toward the 2006/2007 goal of \$87,400. The Heights PTA raised \$35,000 (at an Oktoberfest event in 2005) and the Heights is asking the DMUSD Board of Trustees if the Board of Trustees will allow the Heights PTA donation of \$35,000 to count toward its DMSEF goal of 87,400.
- B. Past practice: For the past few years, individual parent donations to the DMSEF were used exclusively to reach the annual site DMSEF goal. Once the DMSEF goal at the site had been reached, then PTA or other donations had been accepted by the District to help sites to purchase certificated staffing beyond the normal district allocation of staffing.
- C. Possible impact on the DMSEF if the Board of Trustees decides to allow the Heights PTA donation of \$35,000 to count toward the \$87,400 goal, assuming that the Board continues to allow sites to purchase enrichment staffing above the normal district allocation of staffing. If the Board

allows the Heights PTA donation of \$35,000 to count toward the DMSEF annual goal, then a Board precedent may be established that will encourage PTA units to become the primary fundraisers for the hiring of enrichment teachers. For the past six years, the DMSEF has been the primary fundraising agent for the DMUSD Board of Trustees, while the site PTA units have been secondary fundraisers. Depending on future events and Board direction, a Board decision to have the \$35,000 donation count toward the Heights goal of \$87,400 will likely impact the future fundraising ability of the DMSEF as well as the future direction of PTA units.

OPTIONS:

Option #1:

Board takes action to rescind its October 25 acceptance of the \$35,000 donation from the Heights PTA. If an action to rescind is approved, the Heights PTA can decide if it wants to donate the \$35,000 directly to the DMSEF where it will likely be processed like all other parent donations. If the \$35,000 donation from Heights PTA is added to the current Heights DMSEF donations of \$ 64,575, the total Heights donation for 06/07 will be \$99,575. One successful past practice of the DMSEF in recent years is to provide the site with 100% of the amount that exceeds the DMSEF annual goal. In this case, the Heights would get a DMSEF "credit" of \$12,175 that can be used for a wide variety of school improvement expenses at the Heights.

Option 2:

Board decides to allow the \$35,000 contribution from the Heights PTA to count toward the 2006/2007 Del Mar Heights Foundation goal of \$87, 400. (see above past practice and possible impact discussion.)

Option 3:

Board decided to allow \$35,000 contribution from the Heights PTA to the DMUSD to count toward the 2006/2007 Del Mar Heights Foundation goal of \$87,400, BUT Board determines that it will not accept contributions from PTAs toward the DMSEF annual goal for 2007/2008 and beyond. Board determines that PTA units may fund raise to purchase certificated personnel beyond the normal district allocation, but the Board will not accept the PTA donation until the site annual DMSEF goal has been met.

Option 4: Board decides to allow \$35,000 contribution from the Heights PTA to the District to count toward the 2006/2007 Del Mar Heights Foundation goal of \$87,400, BUT Board determines that it will not accept contributions from PTAs toward the DMSEF 2007/2008 annual goal and beyond. Board determines that DMSEF is the sole fundraising agent for the DMUSD and that Board will not accept PTA donations for staffing that impacts enrichment equity staffing.

RECOMMENDED: For Information Only.

6.4

February 20, 2006

To: Board Members
From: Janet Bernard
Through: Tom Bishop
Subject: Report on January 25 and 26 Staff Development –
Professional Learning Academy

On January 25 and 26, 2007, DMUSD staff had the opportunity to participate in the Professional Learning Academy, an optional district-wide staff development program. The Academy workshops were organized in a conference style format, whereby participants were able to select a workshop schedule from a menu of topic options. The workshop topics were identified from a Professional Learning Communities Needs Assessment conducted last fall. At least twenty-seven different workshops were offered over the two days. Classroom teachers, instructional aides, long-term substitutes, and Academic Learning Program teachers, representing 70% of the staff, chose to participate.

Attached is a list of the Academy workshops and their descriptions.

The workshop evaluations were overwhelmingly positive. A comment heard several times was that the Academy provided some of the best staff development the District has ever offered.

The District would like to thank all Academy presenters for their efforts to bring such meaningful and powerful learning to our staff. In particular, we especially applaud the efforts of our DMUSD presenters who included:

Natalie Chiles, Music Teacher, Torrey Hills
Emily Disney, Principal, Sycamore Ridge
Parissa Esmaili, Technology Teacher, Sage Canyon
Julie Geisbauer, Technology Teacher, Ashley Falls
Jim Gianola, Technology Teacher, Torrey Hills
Tori Giles, 4 th Grade, Del Mar Hills Academy
Jonathon Guertin, District Student Information Data Management Coordinator
Cathie Hays, 3 rd Grade, Carmel Del Mar

Susie Hopper, Technology Teacher, Del Mar Hills Academy
Rebecca Jones, 6 th Grade, Carmel Del Mar
Anne Leek, 3 rd Grade, Carmel Del Mar
Julie Lerner, Assistant Principal, Sage Canyon
Gail Moran, Technology Teacher, Del Mar Heights
Jodi Neilson, Music Teacher, Del Mar Hills Academy
Shelley Petersen, Principal, Ashley Falls
Andrea Sleet, 4 th Grade, Del Mar Hills Academy
Jen Steinman, Technology Teacher, Sycamore Ridge
Janese Swanson, Technology Teacher, Sage Canyon
Janet Wolfertz, Technology Teacher, Carmel Del Mar

The District would also like to thank the following District Office staff members whose help and assistance contributed greatly to the Academy's success:

Workshop Registration:

Trish Snider, Marilyn Wyman, Linda Brown, Linda Haggerty, Sherry Forte, and Eve Vance.

Room Set-Up and Custodial Service

Randy Wheaton, Patrick Lum, Tien Nguyen, Edward Cruz, James Otero, and Michelle Williams.

Technology Support

Tom Hauseur
Todd Boteler

Clerical Support

Lisa Furnas

And, finally, accolades and kudos to Administrative Assistant, Shirley Bales, whose extraordinary skills helped to make this event so successful.

FISCAL IMPACT:

The District received a state block grant of \$162,069 to support District staff development for 2006-07. District expenses, including staff salary costs, are expected to total \$157,767.

RECOMMENDED:

For Information Only.

6.5

February 20, 2007

Del Mar Union School District

Professional Learning Academy

January 25 and 26, 2007

8:00 a.m. – 3:00 p.m.

Ashley Falls School

Thursday, January 25, 2007

Name:

Position/Grade:

School:

Check-in at 8:00 a.m. in the Multi-Use Room

Full Day Workshops (8:15 – 3:00 p.m.)

• **The Colors of Science: Integrating Science, Music, Art, and Technology**

Everyone teaches that red, yellow, and blue are the primary colors. But what if everyone is wrong? You might be surprised at what you find when you use the power of the scientific method to investigate color theory through the arts and technology in this exciting hands-on workshop.

Audience: K-6 and Enrichment Teachers

Room: 507 (Science Lab)

Presenter: Wendy Woolf, Science Consultant

• **Advanced Differentiation: Another Step Beyond What Most Teachers Practice**

Differentiation is one of the most powerful methodologies for teaching learners of all ability levels. This workshop will focus on the specific instructional strategies of compacting and contracts to maximize student learning from kindergarten to sixth grade.

Audience: K-6 and Enrichment Teachers

Room: 614

Presenter: Pat Peterson, GATE Coordinator, SDCOE

• **Exploring Your Creativity Through Art**

Help your students realize their untapped creativity through a fun and engaging workshop designed to explore the uniqueness of every learner. The afternoon session will be used to complete individual projects.

Audience: Art Teachers and K-6 Teachers

Del Mar Union School District

Room: 307 (Art Room)
Presenter: Claudia Cano Underdahl, Art Consultant
Bring: **Photos that can be cut, scissors, different kinds of paper, 3 small objects, and paint of any kind for a small painting**

Half-Day Workshops (8:15 – 12:15 p.m.)

- **Engaging Activities and Effective Instructional Strategies = Student Success in Mathematics**

How can we "work smarter, not harder" to improve numeric competence and confidence for every student? The instructional strategies shared in this workshop will promote greater student participation and numeric sense-making. The handouts will ensure immediate use and will include engaging practice activities to improve student performance.

Audience: 2-6
Room: 603
Presenter: Dr. Leigh Childs, Mathematics Consultant
Bring: **A pair of scissors**

- **Successful Guided Reading and Writing Strategies for Teaching Kindergarten Learners**

Are you successfully using guided reading and writing strategies at Grade K? This workshop will help you to better organize your language arts program to maximize learning for every student.

Audience: K
Room: 504
Presenter: Sharon Fuqua, Kindergarten Teacher
 Vista Unified School District

- **But I Don't Have Any Orff Instruments!**

This workshop will focus on the implementation of the Orff process, with a little Kodaly influence as well! Shared lessons will enhance your music teaching even though you might not have an extensive collection of instruments. The workshop will include the use of recorders, boom whackers, non-pitched percussion, and children's literature to enhance your standards-based music program. Our DMUSD presenter is a certified Orff trainer! **Note that this workshop is being held at Torrey Hills.**

Audience: Music Teachers and K-6 Teachers

Room: Music Room, Torrey Hills School
Presenter: Natalie Chiles, Music Teacher
Torrey Hills School

Mini-Workshops (8:15 – 10:15 a.m.)

• **Strategies for Including Students With Autism Spectrum Disorder**

How do you help students with special needs be successful in the general education classroom? This workshop will help you learn the systems, techniques, and instructional strategies for optimizing student success.

Audience: All Teachers
Room: 501
Presenter: Dr. Cynthia Norall, Educational Psychologist

• **"First Class" for World Class Communication**

Learn more about our new email service! If you need to create a first class account or want to explore the custom features and advanced uses of this service, this is the workshop for you. You will learn how to create your own group lists, add colleagues at other sites, and much more.

Audience: All Teachers
Room: 111 (Technology Lab)
Presenter: Jonathon Guertin, Student Information Data Management
Coordinator, DMUSD

• **Building the Language of Mathematics**

Math talk is nearly impossible unless students develop a rich and meaningful mathematical vocabulary. This workshop will focus on instructional strategies that build the language of mathematics so that students are able to better enhance a conceptual understanding.

Audience: K-6
Room: 502
Presenter: Sandra Sincek, Math Project Specialist, SDCOE

• **How to Plan and Organize Standards-Based Language Arts Centers in the Upper Grades**

This exciting workshop will help you to design a model language program! Learn about guided reading, novel studies, reading strategies, six traits writing, the integration of social studies, and much, much more to maximize student learning.

Audience: 3-6

Room: 503

Presenter: *Andrea Sleet and Tori Giles, Teachers*
Del Mar Hills Academy

- **Creative, Useful, and Meaningful Standards-Based Rubrics**

Rubrics are highly useful tools, making standards-based teaching objectives clear to students and making it easy for teachers to hold students accountable for each aspect of projects and assignments. In this exciting, hands-on workshop, teachers of all subject areas will be guided in creating various types of rubrics.

Audience: K-6

Room: 604

Presenter: *Diana Kahn, Language Arts Consultant*

Bring: *Ideas for upcoming projects or assignments for which you would like rubrics, including Writers' Workshop*

Mini-Workshops (10:30 – 12:15 p.m.)

- **Building the Language of Mathematics**

Math talk is nearly impossible unless students develop a rich and meaningful mathematical vocabulary. This workshop will focus on instructional strategies that build the language of mathematics so that students are able to better enhance a conceptual understanding.

Audience: K-6

Room: 502

Presenter: *Sandra Sincek, Math Project Specialist, SDCOE*

- **Professional Learning Communities: A Successful Model of Best Practices for Improving Student Learning**

This workshop is designed for those teachers who were unable to participate in the formal PLC training held in January of 2006. Come and learn about the PLC core principles and how these principles sustain our ongoing PLC work.

Audience: All Teachers

Room: 505

Presenter: Emily Disney, Principal, Sycamore Ridge School

- **Successful Administration of the Upper Grade DRA**

Do you need new ideas for the administration of the upper grade DRA? If so, this dynamic workshop is just for you. Learn some tips for assessing your students more efficiently.

Audience: 4-6

Room: 503

Presenter: Rebecca Jones, Teacher, Carmel Del Mar School

Bring: Teacher Resource Manual

- **Class Memories Forever**

Using iMovie and iPhoto, you will learn how to create a simple collection of class memories to share with students! Field trips, student presentations, and other special moments can be captured forever using digital pics and digital video to create an iMovie. This exciting workshop will be kept simple, but you will learn how to add the special effects of titles, transitions, music, and narration, just like a pro!

Audience: All Teachers

Room: 111 (Tech Lab)

Presenters: Jim Gianola, Tech Teacher, Torrey Hills School

Gail Moran, Tech Teacher, Del Mar Heights School

- **Creative, Useful, and Meaningful Standards-Based Rubrics**

Rubrics are highly useful tools, making standards-based teaching objectives clear to students and making it easy for teachers to hold students accountable for each aspect of projects and assignments. In this exciting, hands-on workshop, teachers of all subject areas will be guided in creating various types of rubrics.

Audience: K-6

Room: 604

Del Mar Union School District

Presenter: Diana Kahn, Language Arts Consultant
Bring: Ideas for upcoming projects or assignments for which you would like rubrics, including Writers' Workshop

Mini-Workshops (1:00 – 3:00 p.m.)

• **Maximizing Everyday Math for Every Day Math Learning**

Are you new to Everyday Math or just need new ideas to jumpstart your math program? If so, this workshop is just for you. Come and learn about Everyday Math implementation from two teachers who have demonstrated amazing success with the program.

Audience: K-4
Room: 502
Presenters: Cathie Hayes, Teacher
Anne Leek, Teacher
Carmel Del Mar School

• **Professional Learning Communities: What Does Teaming Really Mean?**

This PLC workshop will help you to strengthen your professional skills as a PLC team member. Learn more about your role individually and collectively to maximize your PLC work. This presenter will keep you highly engaged using humor and real life experiences in the learning of key strategies and concepts.

Audience: All Teachers
Room: 506
Presenter: Dr. Jennifer Jeffries, Professor, Cal State, San Marcos

• **DIBELS: Formative Assessments for Basic Early Literacy Skills**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized assessments used to measure and monitor pre-reading and early reading skills. These assessments are very short and easy to administer! Let these two experts show you how to effectively use this powerful assessment for assessing literacy development.

Audience: K & 1
Room: 503
Presenters: Shelley Petersen, Principal, Ashley Falls School

Del Mar Union School District

Julie Lerner, Assistant Principal, Sage Canyon School

Bring: *Your grade level DIBELS Kit. If you don't have one, see if you can borrow one from a colleague.*

- **And The Beat Goes On: Teaching Percussion Successfully**

This workshop is designed primarily for music teachers, but it is also open to interested classroom teachers who enjoy teaching music. Come and learn how to successfully teach percussion from one of our own experts! **Note that this session is being held at Torrey Hills School.**

Audience: Music Teachers and K-6 Teachers

Room: *Music Room, Torrey Hills School*

Presenter: Jodi Neilson, Music Teacher, Del Mar Hills Academy

- **Rock the Classroom with "GarageBand"**

From math jingles to poetry jams, GarageBand is a powerful tool that provides students with a creative avenue to demonstrate their understanding of concepts in a variety of situations. Session topics focus on the multimedia possibilities that GarageBand brings to the classroom. This hands-on workshop will have participants produce and edit audio, arrange loops, sequence MIDI sounds, apply professional processing effects to any of these elements, mix them together, and export original compositions into iTunes for use as a soundtrack of Podcast. You will be amazed at what you'll learn to do in this session!

Audience: All Teachers

Room: 111 (Tech Lab)

Presenters: Janet Wolfertz, Tech Teacher, Carmel Del Mar

Julie Geisbauer, Tech Teacher, Del Mar Hills Academy

- **Strategies for Including Students With Autism Spectrum Disorder**

How do you help students with special needs be successful in the general education classroom? This workshop will help you learn the systems, techniques, and instructional strategies for optimizing student success.

Audience: All Teachers

Room: 501

Presenter: Dr. Cynthia Norall, Educational Psychologist

Del Mar Union School District

Friday, January 26, 2007

Name:
Position/Grade:
School:

Check-in at 8:00 a.m. in the Multi-Use Room

Full Day Workshops (8:15 – 3:00 p.m.)

• **The Colors of Science: Integrating Science, Music, Art, and Technology**

Everyone teaches that red, yellow, and blue are the primary colors. But what if everyone is wrong? You might be surprised at what you find when you use the power of the scientific method to investigate color theory through the arts and technology in this exciting hands-on workshop.

Audience: K-6 and Enrichment Teachers
Room: 507 (Science Lab)
Presenter: Wendy Woolf, Science Consultant

• **Advanced Differentiation: Another Step Beyond What Most Teachers Practice**

Differentiation is one of the most powerful methodologies for teaching learners of all ability levels. This workshop will focus on the specific instructional strategies of compacting and contracts to maximize student learning from kindergarten to sixth grade.

Audience: K-6 and Enrichment Teachers
Room: 614
Presenter: Pat Peterson, GATE Coordinator, SDCOE

Half-Day Workshops (8:15 – 12:15 p.m.)

• **Engaging Activities and Effective Instructional Strategies = Student Success in Mathematics**

How can we "work smarter, not harder" to improve numeric competence and confidence for every student? The instructional strategies shared in this workshop will promote greater student participation and numeric sense-making. The handout will ensure immediate use and will include engaging practice activities to improve student performance.

Audience: 2-6
Room: 603
Presenter: Dr. Leigh Childs, Mathematics Consultant

- **Successful Guided Reading and Writing Strategies for Teaching Kindergarten Learners**

Are you successfully using guided reading and writing strategies at Grade K? This workshop will help you to better organize your language arts program to maximize learning for every student.

Audience: K
Room: 504
Presenter: Sharon Fuqua, Kindergarten Teacher
Vista Unified School District

Mini-Workshops (8:15 – 10:15 a.m.)

- **Using the Bridgepack: The DRA Transitional Assessment for Grades 3-6**

This workshop will help you to administer the DRA Bridgepack at Grade 3 and also help with assessing lower level readers at Grades 4, 5, and 6. The Bridgepack is an extension of the Upper Grade DRA, but it is slightly different. You will learn how to use this powerful tool to assess your students more accurately.

Audience: 3-6
Room: 501
Presenter: Karen Butler, Consultant, Pearson Learning
Bring: A Bridgepack Teacher Resource Manual, if you have one

- **Improving Student Success Through Response to Intervention (RTI)**

The RTI model requires high-quality instruction and specific intervention strategies to improve student learning. It focuses on prevention and timely intervention instead of the traditional "wait to fail" approach to learning. Our expert trainer is one of the most sought after consultants on the implementation of the RTI model.

Audience: All Teachers
Room: 503
Presenter: Dr. Jim Huckeba, Director of Special Education,
Hesperia School District

Del Mar Union School District

- **Socratic Seminar and Responsive Teaching: Designing Projects and Activities that Foster Higher Level Thinking Skills**

In this interactive workshop you will experience the Socratic Seminar inquiry model as well as explore other approaches to teaching higher level thinking skills. This workshop will help you design an instructional program that utilizes authentic activities to empower all students to learn.

Audience: 4-6

Room: 604

Presenter: Diana Kahn, Language Arts Consultant

- **"First Class" for World Class Communication**

Learn more about our new email service! If you need to create a first class account or want to explore the custom features and advanced uses of this service, this is the workshop for you. You will learn how to create your own group lists, add colleagues at other sites, and much more.

Audience: All Teachers

Room: 111 (Technology Lab)

Presenter: Jonathon Guertin, Student Information Data Management Coordinator, DMUSD

- **Building the Language of Mathematics**

Math talk is nearly impossible unless students develop a rich and meaningful mathematical vocabulary. This workshop will focus on instructional strategies that build the language of mathematics so that students are able to better enhance a conceptual understanding.

Audience: K-6

Room: 502

Presenter: Sandra Sincek, Math Project Specialist, SDCOE

Mini-Workshops (10:30 – 12:15 p.m.)

- **Using the Bridgepack: The DRA Transitional Assessment for Grades 3-6**

This workshop will help you to administer the DRA Bridgepack at Grade 3 and also help with assessing lower level readers at Grades 4, 5, and 6. The Bridgepack is an extension

Del Mar Union School District

of the Upper Grade DRA, but it is slightly different. You will learn how to use this powerful tool to assess your students more accurately.

Audience: 3-6
Room: 501
Presenter: Karen Butler, Consultant, Pearson Learning
Bring: A Bridgepack Teacher Resource Manual, if you have one

- **Improving Student Success Through Response to Intervention (RTI)**

The RTI model requires high-quality instruction and specific intervention strategies to improve student learning. It focuses on prevention and timely intervention instead of the traditional "wait to fail" approach to learning. Our expert trainer is one of the most sought after consultants on the implementation of the RTI model.

Audience: All Teachers
Room: 503
Presenter: Dr. Jim Huckeba, Director of Special Education,
 Hesperia School District

- **Socratic Seminar: Critical Thinking and Learning Through Inquiry and Thoughtful Dialogue**

In this interactive workshop you will experience the Socratic Seminar inquiry model as well as explore other approaches to teaching higher level thinking skills. This workshop will help you design an instructional program that utilizes authentic activities to empower all students to learn.

Audience: 4-6
Room: 604
Presenter: Diana Kahn, Language Arts Consultant

- **Building the Language of Mathematics**

Math talk is nearly impossible unless students develop a rich and meaningful mathematical vocabulary. This workshop will focus on instructional strategies that build the language of mathematics so that students are able to better enhance a conceptual understanding.

Audience: K-6
Room: 502

Del Mar Union School District

Presenter: Sandra Sincek, Math Project Specialist, SDCOE

- **Analyzing the Essential Standards in Language Arts to Develop Effective Formative Assessments**

This interactive workshop will help strengthen individual understanding of the essential standards in Language Arts and how these standards may be used to develop effective formative assessments.

Audience: All Teachers

Room: 501

Presenter: Dr. Jennifer Jeffries, Professor, Cal State, San Marcos

- **Let's Celebrate the Earth!**

Everyone can celebrate Earth Week with some great activities from this workshop! Also, you'll learn more about various biome programs to support science standards at Grade 3 and resources for the ecosystems unit at Grade 6.

Audience: Science Teachers and K-6 Teachers

Room: 506

Presenter: Sheri Sherman, Educational Specialist, San Diego Zoo

- **"Keynote and Pages" for Creative Presentations and Stylistic Publishing**

PowerPoint? No way!! This time get ready for Open House with iWork from Apple. This exciting software suite makes it easy for students and teachers to create, present, and publish their work with style. Learn how to create a scrapbook of student work, charts, tables, animated slide presentations, and much, much more. Transform your classroom into a beautiful learning environment which highlights student work.

Audience: All Teachers

Room: 111 (Tech Lab)

*Presenters: Janese Swanson, Tech Teacher, Sage Canyon School
Parissa Esmaili, Tech Teacher, Sage Canyon School*

Mini-Workshops (1:00 – 3:00 p.m.)

- **"Improving Student Success Through Response to Intervention (RTI)**

Del Mar Union School District

The RTI model requires high-quality instruction and specific intervention strategies to improve student learning. It focuses on prevention and timely intervention instead of the traditional "wait to fail" approach to learning. Our expert trainer is one of the most sought after consultants on the implementation of the RTI model.

Audience: All Teachers

Room: 503

*Presenter: Dr. Jim Huckeba, Director of Special Education,
Hesperia School District*

- **Analyzing the Essential Standards in Language Arts to Develop Effective Formative Assessments**

This interactive workshop will help strengthen individual understanding of the essential standards in Language Arts and how these standards may be used to develop effective formative assessments.

Audience: All Teachers

Room: 501

Presenter: Dr. Jennifer Jeffries, Professor, Cal State, San Marcos

- **Socratic Seminar and Responsive Teaching: Designing Projects and Activities that Foster Higher Level Thinking Skills**

In this interactive workshop you will experience the Socratic Seminar inquiry model as well as explore other approaches to teaching higher level thinking skills. This workshop will help you design an instructional program that utilizes authentic activities to empower all students to learn.

Audience: 4-6

Room: 604

Presenter: Diana Kahn, Language Arts Consultant

- **United Streaming: Podcast Style**

Whether you're a novice or a pro with United Streaming, you will leave this interactive workshop able to integrate this incredible resource into your classroom. Plus you'll learn the tricks of the trade and the latest and greatest in podcasting technology. The presenters promise that you will be awed with the ease and depth of this unique resource and how to integrate it with United Streaming.

Del Mar Union School District

Audience: All Teachers
Room: 111 (Tech Lab)
Presenters: Jen Steinman, Tech Teacher, Sycamore Ridge
Julie Geisbauer, Tech Teacher, Ashley Falls

- **Introduction to Structural Engineering: Real World Science Application**

UCSD Structural Engineers have invited all 6th grade classes in our District to participate in a competition to build earthquake resistant structures using "K'NEX." Students will then have an opportunity to take their structures to UCSD for a special "shakedown." The presenter will share the specifics about this exciting outreach project and will also train teachers on the principles of structural engineering. You will walk away with lots of resources from this exciting workshop!

Audience: Science Teachers and 6th Grade Teachers
Room: 506
Presenter: Phillip Yu, Graduate Student, UCSD

To: Board Members
From: Charlene Komosinski
Through: Tom Bishop
Subject: Board Ratification of Professional Service Agreements for the Del Mar Union School District After School Enrichment Program.

The Del Mar Union School District operates the After School Enrichment Program for students at all school sites. The total enrollment in the Winter/Spring 2007 session is 1,336 students.

Attached is the calendar of classes for the Winter/Spring 2007 program. The following contractors are being added to our Winter/Spring program and the District is asking the Board's ratification of the agreements for service to the After-School Enrichment Program. The contracts for this work are available for review at the Del Mar Union School District Office:

Sharla Boggs	DBA <i>Spotlight Ovations</i> - Theatre
Tracy Borin	DBA <i>Creative Memories Consulting</i> - Scrapbooking
Lance Ferrell	DBA <i>Computer Tots-Computer Explorers</i> – Computer Engineering
Barb Janisch	DBA <i>Janisch Studios</i> - Painting
Cynthia Stringfellow	DBA <i>Monart School of Art</i> - Drawing

FISCAL IMPACT: None. This is a self-funding program. Funds for these agreements are paid by the children taking the enrichment classes.

RECOMMENDATION: The Superintendent Recommends Ratification of the Professional Services Agreements Between the Del Mar Union School District After-School Enrichment Program and the Above-Listed Vendors.

6.6