

June 20 2007

To: Board Members

From: Tom Bishop

Subject: 2nd Reading and Board Approval, 2005/2006 School Accountability Report Cards

School Accountability Report Cards for the 2005/2006 school year are submitted for a 2nd reading and approval. Review and approval of School Accountability Report Cards is an annual requirement, which stems from the passage of Proposition 98 in 1988. The accountability report cards provide the public with a way of comparing school programs and achievement within a format of standard topics.

In the past several years, the School Accountability Report Cards (SARC) have undergone extensive revision to align with the additional state mandates stemming from the Williams suit, in addition to the mandates already imposed as the result of the No Child Left Behind program.

The SARCs presented tonight are designed with electronic posting in mind, using electronic links to state and district information that create a flow of detailed information for the community, meeting the additional requirements and still allowing for "readability". In the continuing effort to create a SARC that is more readable for parents and the community, the SARCs have been reformatted with the help of SchoolWise Press.

The report cards presented here, have undergone additional staff review and may have been amended slightly by individual sites and various District administration departments. Once approved, the School Accountability Report Cards will be posted on the website for parent and community review and comparison.

RECOMMENDED: The Superintendent recommends approval of the 2005/2006 School Accountability Report Cards.

*7.1



Ashley Falls Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

➤ An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Ashley Falls Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws **require all schools to publish a SARC each year.** The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

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San Diego, CA 92130

Principal: Shelley Petersen

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How to Contact Our District

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Del Mar, CA 92014

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<http://www.dmusd.org>



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Ashley Falls Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

We are proud of student achievement at Ashley Falls and know that our students will continue to Soar to Success! We are also proud of our well-rounded students. They are involved in extracurricular programs, sports, community service projects, fine arts, and more.

Ashley Falls is a school with a strong commitment to academic excellence and the education of the total child. We have staff dedicated to meeting the learning needs of students and a student body that is motivated to perform well. The mission of Ashley Falls Elementary School is to provide each child with a nurturing environment and an academically challenging curriculum that promotes lifelong learning, creative and critical thinking, personal academic achievement, appreciation for individual differences, and responsible citizenship in a democratic society. To learn more about our school, feel free to call and make an appointment for a tour!

Shelley Petersen, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

958

County Average: 785
State Average: 757

Student enrollment

605

County Average: 550
State Average: 542

Teachers

35

County Average: 29
State Average: 27

Students per teacher

17

County Average: 19
State Average: 20

Students per computer

4

County Average: 5
State Average: 5

Major Achievements

- Our multifaceted program provides opportunities for students to experience art, literature, music, technology, science, and PE as extensions of the classroom. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the governor's office.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society.

Focus for Improvement

- The Ashley Falls Strategic Planning Team identified the strengths and areas of focus for our school and in the spring of 2002 unanimously approved five Action Plans as follows.
- Define and align our curriculum with the California Content Standards and integrate the arts and technology.
- Implement a program that respects individual differences and positively impacts behavior inside and outside of the classroom.
- Implement integrated, student-driven community service projects that promoting understanding and appreciation of our diverse world.
- Maximize the use of all resources to ensure a student learning environment which effectively addresses all academic abilities.
- Establish consistent teacher collaboration time to enhance student learning.
-

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Ashley Falls's API was 958 (out of 1000). This is an increase of 15 points compared to last year's API. About 99 percent of our students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 943. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

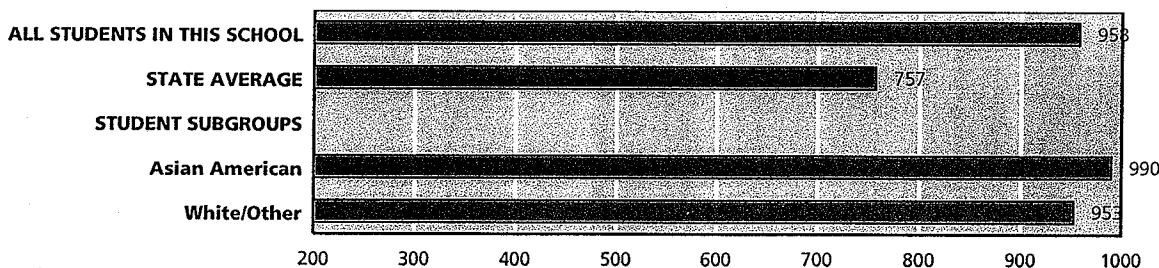
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	958
Growth attained from prior year	+15
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

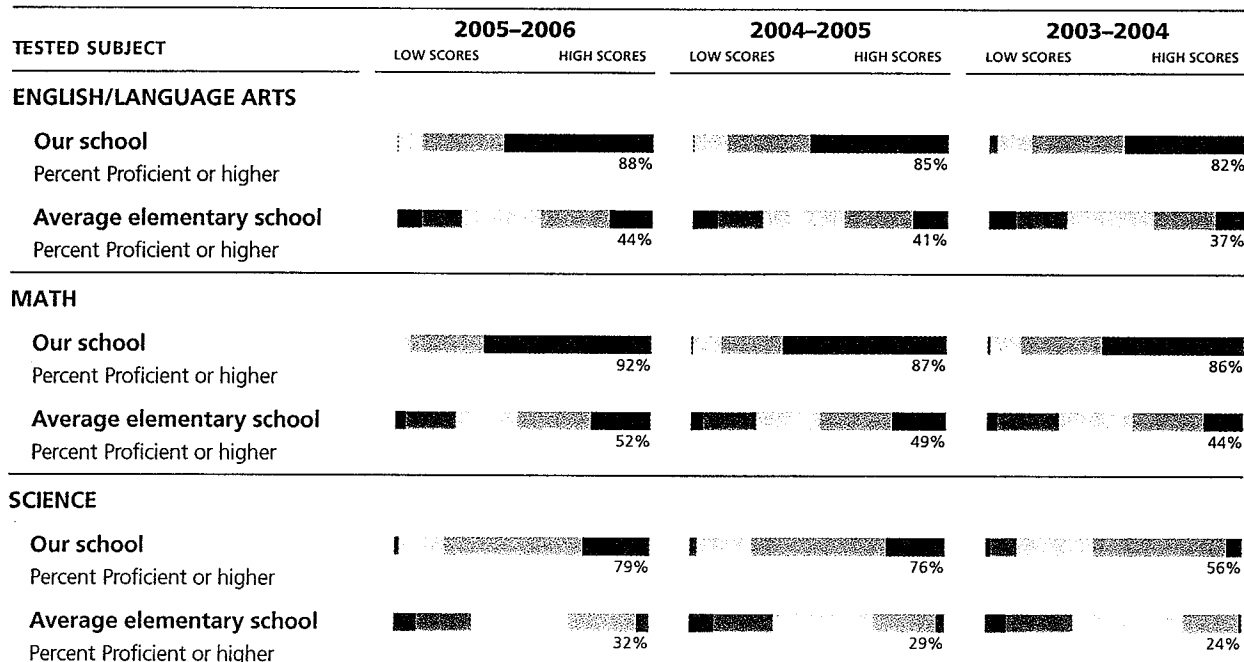
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE’s Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	99%	SCHOOLWIDE AVERAGE: About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			88%	224	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			89%	216	
English proficient			89%	431	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE	NO DATA AVAILABLE	N/A	9	
Low income	NO DATA AVAILABLE	NO DATA AVAILABLE	N/A	2	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	438	
Learning disabled			63%	54	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			92%	386	
Asian American			94%	74	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			88%	338	

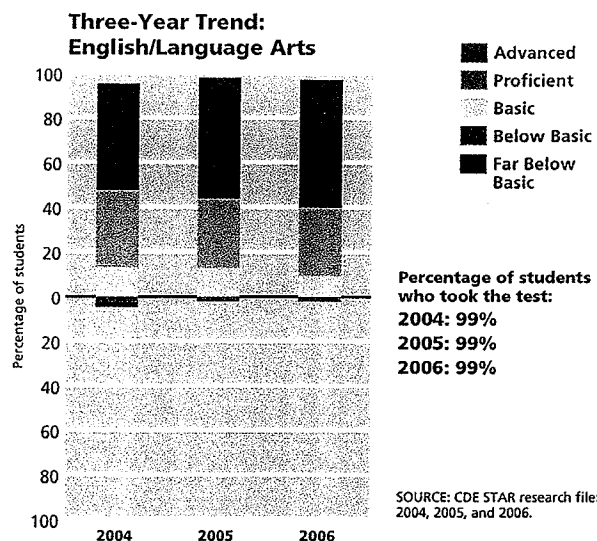
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			92%	99%	SCHOOLWIDE AVERAGE: About 40 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

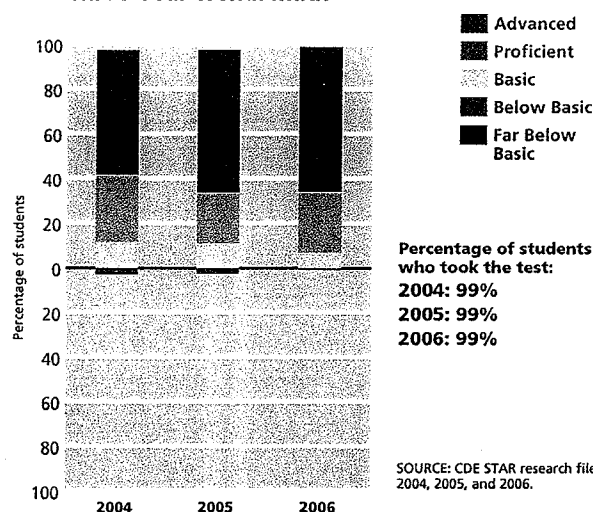
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			94%	224	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			91%	216	
English proficient			92%	431	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	9	
Low income	NO DATA AVAILABLE		N/A	2	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			92%	438	
Learning disabled			89%	54	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			94%	386	
Asian American			96%	74	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			91%	338	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
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You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			79%	100%	SCHOOLWIDE AVERAGE: About 47 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	44	GENDER: About 16 percent more boys than girls at our school scored Proficient or Advanced.
Girls			70%	33	
English proficient			80%	76	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	1	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			79%	76	
Learning disabled	NO DATA AVAILABLE		N/A	8	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			80%	69	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			79%	58	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

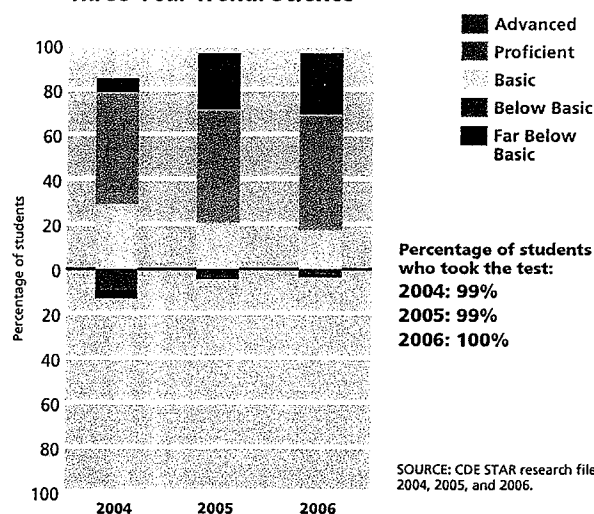
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	47%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	58%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	89%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	84%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	98%	61%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

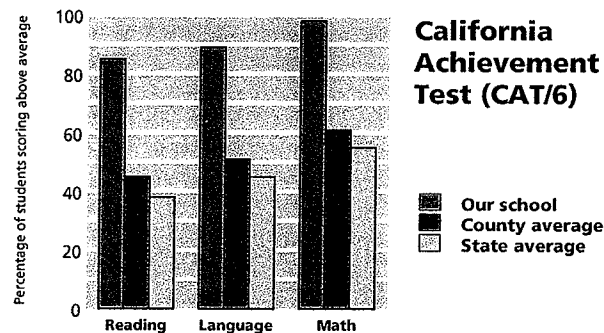
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Ashley Falls, 85 percent of students scored at or above average in reading (compared to 38 percent statewide); 89 percent scored at or above average in language (compared to 45 percent statewide); and 98 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Ashley Falls, 47 percent of students scored at the top in reading (compared to 15 percent statewide); 58 percent scored at the top in language (compared to 19 percent statewide); and 84 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Ashley Falls, 98 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, 13 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	70%	68%
English learners	2%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the ten students classified as English learners. At Ashley Falls, the languages these students most often speak at home are Korean or Hebrew. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	10%	86%	85%
Vietnamese	0%	2%	2%
Cantonese	10%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	20%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	100%	8%	9%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Ashley Falls identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Ashley Falls. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/Pacific Islander	18%	11%	11%
Latino/Hispanic	3%	44%	50%
White/European American/Other	78%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Ashley Falls, none of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	0%	47%	57%
Parents with some college	100%	62%	53%
Parents with college degree	96%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Ashley Falls have attended college, and 96 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Ashley Falls varies across grade levels from a low of 19 students to a high of 26. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	21	20
First grade	20	19	19
Second grade	19	19	19
Third grade	20	19	20
Fourth grade	24	28	29
Fifth grade	26	29	29
Sixth grade	25	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

Ashley Falls School is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

Ashley Falls complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards and School Safety Patrol enable students to cross Ashley Falls Drive safely. Staff members supervise students 15 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering Ashley Falls School. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasizes the development of character and citizenship.

Through the Morning Meeting program, every classroom teacher focuses on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Ashley Falls is in the second year of participating in the character-building program, Character Counts. Character Counts is designed to strengthen the character of young people through promotion of the six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. We reward positive behavior with the Good Egg and Character Counts awards. To maintain a positive, safe, active playground environment, we have implemented the Peaceful Playground program campuswide.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	0	1
	2004–2005	0	1
	2003–2004	0	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had one suspension incident. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	59%	26%	24%
Girls in Fitness Zone	67%	31%	28%
All students in Fitness Zone	62%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

We use a "time banking" schedule to create time for important staff development activities. With this schedule, weekly instructional minutes are re-organized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time banked day for students, with school hours from 8 a.m. to 12:30 p.m. We have ten scheduled minimum days that we use for fall and spring parent-student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Ashley Falls School is excellent due to a cooperative effort of the entire staff. Our principal has 16 years of educational experience, has been in elementary administration for nine years, and holds a master's degree.

Staff and teacher-teams meet weekly for shared decision making; instructional aide staff and the School Site Council (SSC) meet monthly. We update our Site Strategic Plan annually.

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

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	10	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	19%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	49%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	51%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 19 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, ten years of experience. About 51 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 49 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 97 percent of the faculty at Ashley Falls hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Ashley Falls holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 89 percent of the faculty at Ashley Falls hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	6%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About three percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with the hiring and placement of outstanding teachers using best instructional practices in classrooms as well as site enrichment programs. Teachers are assigned to grade levels or enrichment programs based on the needs of the district, teacher expertise, and interest. The teaching staff at Ashley Falls is highly educated and experienced.

New district teachers are evaluated annually for the first three years of their employment. On reaching tenure, teachers are evaluated every other year. They are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar Union School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by the site principal, forwarded to the director of personnel and the superintendent for review, and filed in the employee's personnel file. Teachers receive assistance in formulating and implementing professional development plans. Peer and administrative support is ongoing.

Staff Development

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development.

Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The site staff development plan is reviewed and approved by the SSC and Board of Trustees.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	2.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel who have concerns about their students' welfare. She also provides small-group counseling for such issues as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The district also provides a series of speakers who provide programs to help parents with parenting skills. Our Student Study Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician for six hours per day.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The district operates fee-based afterschool child care and enrichment classes for working parents.

We provide students with additional opportunities to extend and enhance their learning through band, choir, family science nights and fairs, service learning projects, primary lunch helpers, the Techie Club, Eagle Club, Newsletter Club, and the Future Science and Engineers of America Club. We provide tutorials before and after school.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 20 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 69 students who qualify for these special education programs.

The district is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. Approximately 11 percent of our students receive special education services.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

Students who are English learners are provided with learning activities consistent with local, state, and federal mandates.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Ashley Falls School was designed to create an optimal learning environment that accommodates the educational needs of all our students. daytime custodian and evening custodian clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Our school includes 11 buildings, of which five are portables. On an average day, 642 students and staff occupy these buildings, taking up 76 percent of our capacity.

The bathrooms in our school contain 32 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 152 computers available for student use, which means that, on average, there is one computer for every four students. There are 41 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	5	5
Internet-connected classrooms	41	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Ashley Falls School strongly supports community involvement through multiple venues. The SSC is an elected group composed of parents and staff, which meets four times each year to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club provides support for school programs and activities. Parents are welcome to participate in their child's education by serving as volunteers in the school. For more information on additional involvement opportunities, please contact Shelley Petersen or Julie Geisbauer at (858) 259-7812.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local Businesses support district students and programs and the Del Mar Schools Education Foundation supports our Extended Studies Curriculum.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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Carmel Del Mar Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

 An annual report to the
community about teaching,
learning, test results,
resources, and measures of
progress in our school.

Carmel Del Mar Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws **require all schools to publish a SARC each year**. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the **progress we've made toward achieving our goals**; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

12345 Carmel Park Dr.

San Diego, CA 92130

Principal: David Jones

Phone: (858) 481-6789

How to Contact Our District

225 Ninth St.

Del Mar, CA 92014

Phone: (858) 755-9301

<http://www.dmusd.org>



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Carmel Del Mar Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Welcome to Carmel Del Mar (CDM) School, a California Distinguished School. At CDM we are proud of the fact that our students consistently strive for excellence and perform among the highest in the state on the state standardized testing. Our Academic Performance Index (API) for 2005–2006 was an astonishing 916 out of 1,000.

CDM students enjoy participating in numerous extracurricular activities. Zoo Crew, Chess Club, Chorus, Technology Club, Art Club, Student Council, Safety Patrol, and the 24 Math Club are just some of the opportunities for our students.

Students at CDM love to promote a safe and respectful school environment. Groups of enthusiastic and motivated students raise money for our school, assist in the community, and participate in our Character Education Program. The six Pillars of Character are: respect, fairness, trustworthy, caring, responsibility, and citizenship.

We have an outstanding staff at CDM! I truly believe that the success of our students and school programs directly relates to our hard-working, professional, and caring staff members. Our staff believes in creating a nurturing, caring, and respectful environment for our students. This is well known throughout our community and has inspired our parents to nickname CDM "The School with a Heart!"

Of course a California Distinguished School would not be possible without a supportive parent population. A large number of parents volunteer at CDM on a regular basis. It's wonderful to see our families participate in creating a positive and productive school environment. Together, we ensure that all children feel valued and respected and are given the opportunity to reach their full potential.

David Jones, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

916

County Average: 785

State Average: 757

Student enrollment

495

County Average: 550

State Average: 542

Teachers

31

County Average: 29

State Average: 27

Students per teacher

16

County Average: 19

State Average: 20

Students per computer

4

County Average: 5

State Average: 5

Major Achievements

- Carmel Del Mar School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and P.E. as extensions of the classroom. We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include educational seminar groups in unique areas of interest, such as school clubs and student council, computers, and the science lab.

Focus for Improvement

The Carmel Del Mar Strategic Plan will focus on continuous implementation and improvement of our professional learning communities. The following goals are part of an ongoing process for improvement:

- Implement a plan for our facilities that optimizes the learning environment for all students.
- Actively pursue the funding and resources necessary to fulfill our mission.
- Establish a staff development program, including time for planning, collaboration, and training to support an evolving instructional program.
- Implement a comprehensive education program which addresses academics, including foreign language, arts, health, PE, and character education. We will integrate technology throughout the district.
- We will implement effective communication that fosters and supports the Del Mar Union School District mission statement.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Carmel Del Mar's API was 916 (out of 1000). This is a decline of 1 point compared to last year's API. About 99 percent of our students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 917. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 6 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

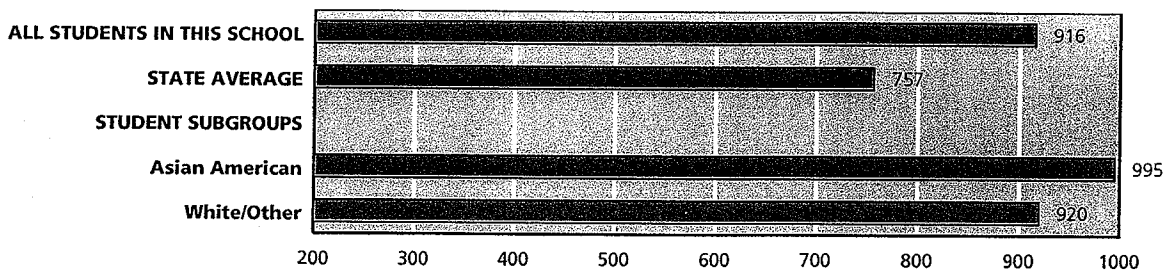
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	916
Growth attained from prior year	-1
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

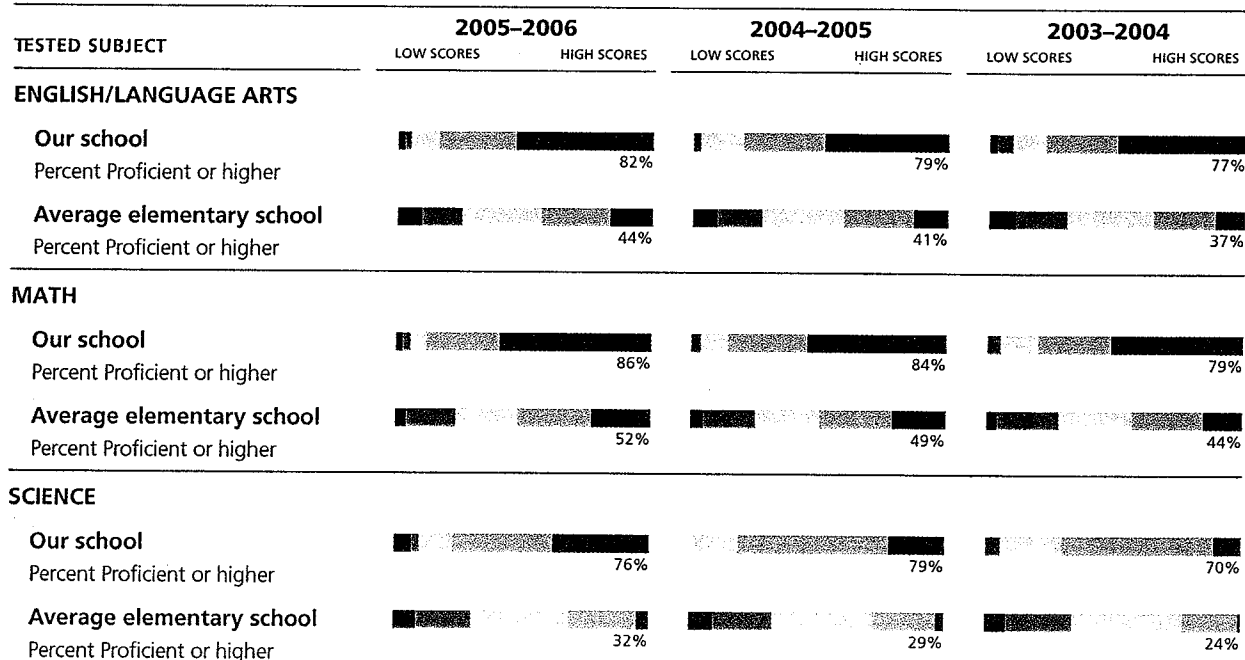
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the STAR Web site. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			82%	99%	SCHOOLWIDE AVERAGE: About 38 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			80%	182	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			84%	173	
English proficient			84%	328	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	24	
Low income	NO DATA AVAILABLE		N/A	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			84%	339	
Learning disabled			36%	37	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			88%	318	
Asian American			93%	65	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			83%	253	

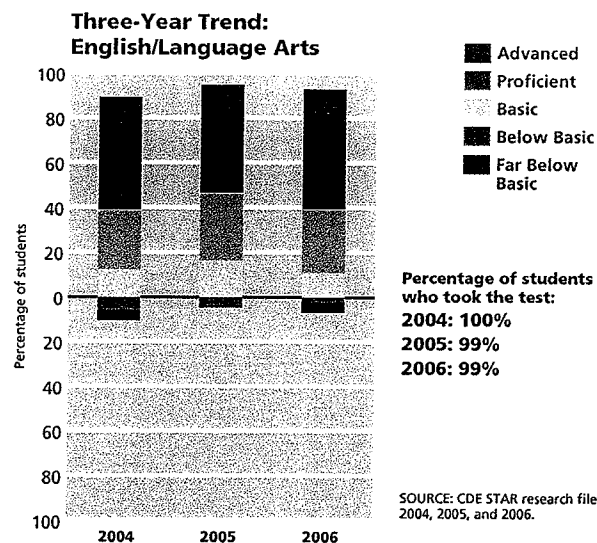
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			86%	99%	SCHOOLWIDE AVERAGE: About 34 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	182	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			87%	173	
English proficient			87%	328	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	24	
Low income	NO DATA AVAILABLE		N/A	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	339	
Learning disabled			36%	37	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			92%	318	
Asian American			100%	65	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			87%	253	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

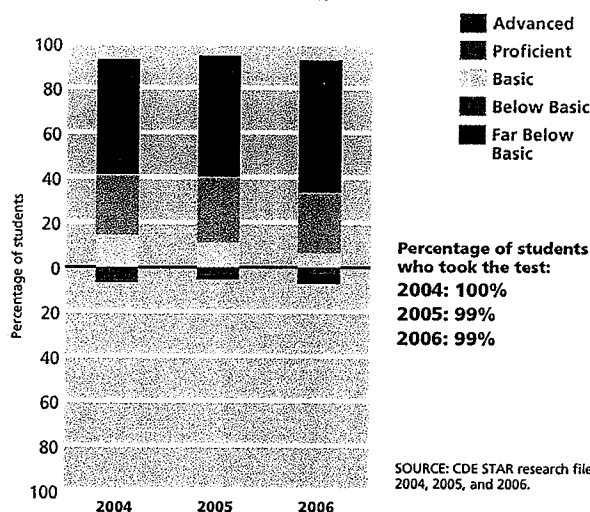
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			76%	97%	SCHOOLWIDE AVERAGE: About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

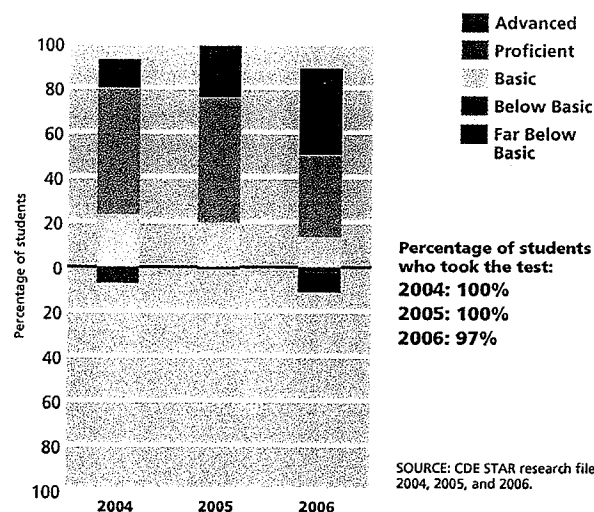
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			78%	41	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	29	
English proficient			77%	65	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income	NO DATA AVAILABLE		N/A	4	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			80%	65	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			85%	59	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			76%	50	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	42%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	83%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	56%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	63%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	82%	61%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

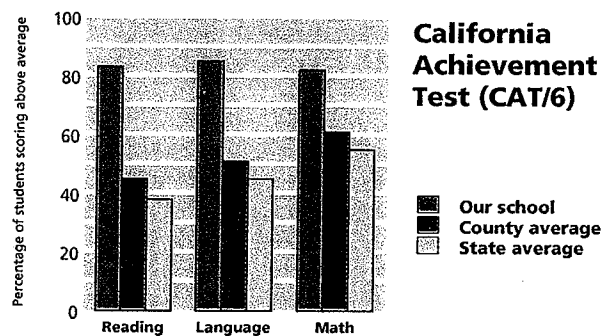
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Carmel Del Mar, 83 percent of students scored at or above average in reading (compared to 38 percent statewide); 85 percent scored at or above average in language (compared to 45 percent statewide); and 82 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was language.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Carmel Del Mar, 42 percent of students scored at the top in reading (compared to 15 percent statewide); 56 percent scored at the top in language (compared to 19 percent statewide); and 63 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Carmel Del Mar, 93 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, none advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	93%	70%	68%
English learners	7%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 35 students classified as English learners. At Carmel Del Mar, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	37%	86%	85%
Vietnamese	0%	2%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	26%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	89%	8%	9%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Carmel Del Mar identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Carmel Del Mar. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/Pacific Islander	19%	11%	11%
Latino/Hispanic	7%	44%	50%
White/European American/Other	73%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Carmel Del Mar, four percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	47%	57%
Parents with some college	97%	62%	53%
Parents with college degree	90%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 97 percent of the students at Carmel Del Mar have attended college, and 90 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 72 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Carmel Del Mar varies across grade levels from a low of 17 students to a high of 27. Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	18	21	20
First grade	19	19	19
Second grade	17	19	19
Third grade	18	19	20
Fourth grade	22	28	29
Fifth grade	24	29	29
Sixth grade	27	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

The Carmel Del Mar School facility is 13 years old, and provides students with a safe, clean, and attractive environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

CDM complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards and School Safety Patrol enable students to cross streets safely. Staff members supervise students 15 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering CDM. One of our goals is to develop social competencies/awareness in our students. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs that challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-esteem, self-discipline, and self-government. Students are encouraged to use the STAR (Stop, Think, Act, Reflect) symbol to monitor their behavior. This policy requires a shared responsibility between parents and staff. We participate in the character-building program, Character Counts, which is in its second year of implementation districtwide. It is designed to strengthen the character of young people through promotion of the six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	0	1
	2004–2005	1	1
	2003–2004	1	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had two suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	37%	26%	24%
Girls in Fitness Zone	64%	31%	28%
All students in Fitness Zone	48%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

We use a "time banking" schedule to create time for important staff development activities. With this schedule, weekly instructional minutes are re-organized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time banked day for students, with school hours from 8 a.m. to 12:30 p.m. We have ten scheduled minimum days that we use for fall and spring parent-student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Carmel Del Mar School is excellent due to a cooperative effort of the entire staff. Our principal has 12 years of educational experience and holds two master's degrees.

Staff and teacher-teams meet weekly for shared decision making; instructional aide staff and the School Site Council (SSC) meet monthly. We update our Site Strategic Plan annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	13%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	44%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	56%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 13 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 56 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 44 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Carmel Del Mar hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Carmel Del Mar holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Carmel Del Mar hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	4%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with hiring and placing outstanding teachers. Teachers are assigned based on the needs of the district, teacher interest, and professional credentials. The teaching staff at CDM is highly educated and experienced.

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

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

Staff Development

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development. Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel who have concerns about their students' welfare. She also provides small-group counseling for such issues as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The district also provides a series of speakers who provide programs to help parents with parenting skills. Our Student Study Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician for six hours per day.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The district operates fee-based afterschool child care and enrichment classes for working parents.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 29 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 59 students who qualify for these special education programs.

The district is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. Approximately 10 percent of our students receive special education services. Special Day Class students have the opportunity to be mainstreamed (included) into regular instructional activities for a portion of the day.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

We provide English learners with learning activities that are consistent with local, state, and federal mandates.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Our building creates optimal flexibility to accommodate the educational needs of our students. The buildings are uniquely designed to accommodate such special programs as music and drama, library, computer lab, art, and science lab. Our daytime custodian and evening custodian clean the school according to an established. District personnel provide maintenance and landscaping upkeep. Maintenance and custodial staff maintain the rest rooms and keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise. Carmel Del Mar School has a joint-use park agreement, and maintenance and landscaping services are provided by district personnel and the City of San Diego personnel.

Our school includes 14 buildings, of which eight are portables. On an average day, 527 students and staff occupy these buildings, taking up 76 percent of our capacity.

The bathrooms in our school contain 30 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 117 computers available for student use, which means that, on average, there is one computer for every four students. There are 29 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	5	5
Internet-connected classrooms	29	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Carmel Del Mar School strongly supports community involvement.

Parents are welcome to participate in their child's education by serving as volunteers in the school in the classroom, organizing school clubs and functions, such as Chess Club, and tutoring children in our Everyone a Reader Program. Parents can also join the SSC, an advisory group composed of parents and staff that meets monthly and provides opportunities for community input on school programs. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students. For more information on additional involvement opportunities, please contact David Jones at (858) 481-6789.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local businesses support students and special programs, and parents support our fine arts program through their generous contributions to the Del Mar Schools Education Foundation.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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Del Mar Heights Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District



An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Del Mar Heights Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws **require all schools to publish a SARC each year.** The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the **progress we've made toward achieving our goals**; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

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Del Mar, CA 92014

Principal: Wendy Wardlow

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How to Contact Our District

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Del Mar, CA 92014

Phone: (858) 755-9301

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Del Mar Heights Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Del Mar Heights School, located in north coastal San Diego County, is one of six elementary schools in the Del Mar Union School District. We emphasize global awareness and multicultural education. We have successfully developed a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and intellectual, emotional, and social growth. We strive to educate and inspire children who are not only intelligent but who will make wise choices throughout their lives. Our mission is to develop an environment and curriculum that fosters the growth of students in becoming creative thinkers, innovators, and responsible members of society; and to instill in all students a strong sense of self-worth; a commitment to reach the highest levels of excellence in academic achievement and physical and emotional growth, and a genuine concern for others.

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

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

Del Mar Heights School is continually evolving as we build on our 40-year heritage. We are proud to have been honored as a California Distinguished School. Through staff dedication, parental support, and community involvement, we challenge our students to SOAR TO NEW HEIGHTS.

Wendy Wardlow, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

947

County Average: 785
State Average: 757

Student enrollment

450

County Average: 550
State Average: 542

Teachers

28

County Average: 29
State Average: 27

Students per teacher

16

County Average: 19
State Average: 20

Students per computer

3

County Average: 5
State Average: 5

Major Achievements

- Our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and PE as extensions of the classroom to develop the total child. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the governor's office.
- We are particularly proud of our ability to develop unique programs that address current educational issues to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include school clubs, student government, computer enhanced learning, and interactive opportunities emphasizing process skills.

Focus for Improvement

- Implement a plan for our facilities that optimizes the learning environment for all students.
- Actively pursue the funding and resources necessary to fulfill our mission.
- Establish a staff development program, including time for planning, collaboration, and training, to support an evolving instructional program. Teachers will regularly collaborate to share student learning and curricular issues within and across the grades and personal skills and talents.
- Implement a comprehensive education program that addresses academics, including foreign language, arts, health, PE, and character education. We will enhance the curricular program and meet the needs of the whole child using a global theme.
- Integrate technology throughout the district.
- Implement effective communication that fosters and supports our mission statement.
- Require all students to have at least one service learning experience per year as measured by student journals that reflect and capture their experiences.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Del Mar Heights's API was 947 (out of 1000). This is an increase of 18 points compared to last year's API. All students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 929. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

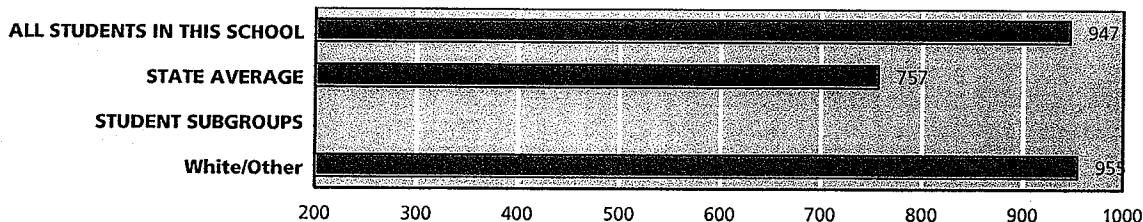
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	947
Growth attained from prior year	+18
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all nine criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

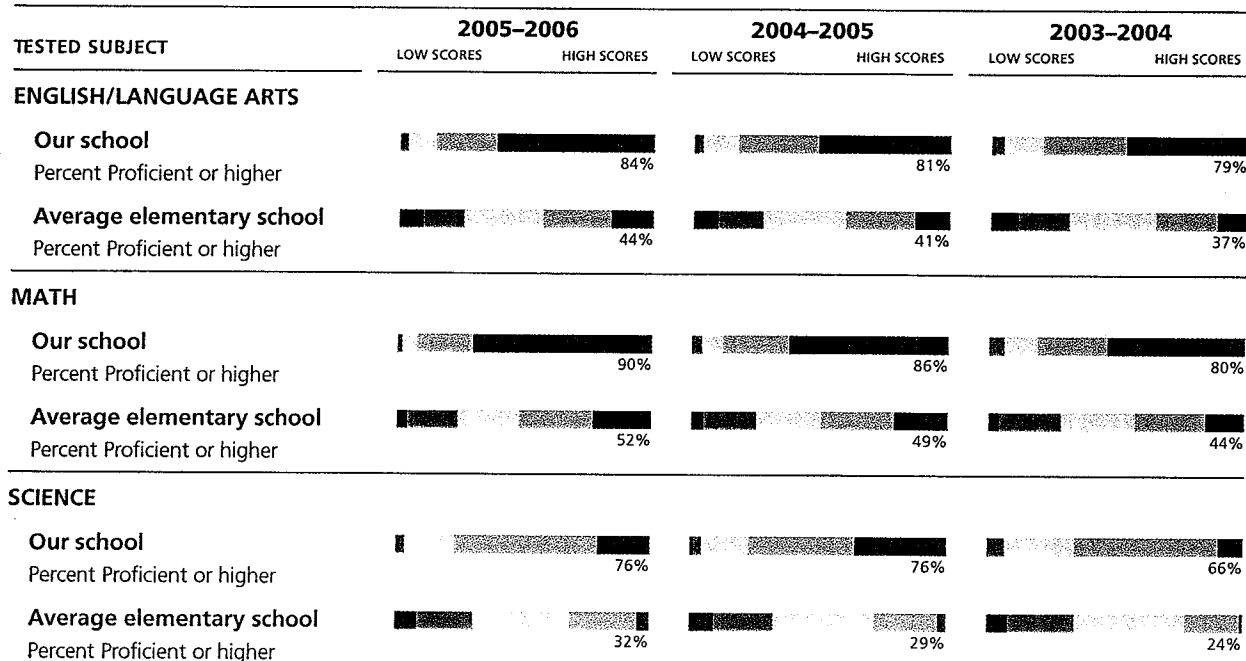
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			84%	99%	SCHOOLWIDE AVERAGE: About 40 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

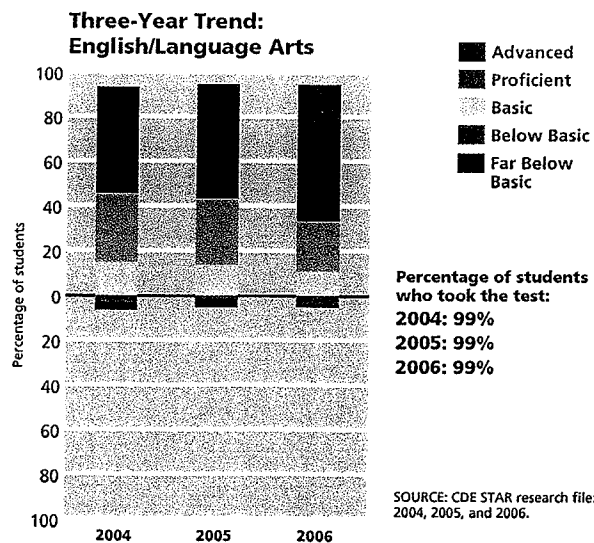
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			83%	154	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			85%	150	
English proficient			86%	292	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	12	
Low income	NO DATA AVAILABLE		N/A	12	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			86%	292	
Learning disabled	NO DATA AVAILABLE		N/A	33	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			87%	271	
Asian American			85%	49	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			86%	228	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			90%	99%	SCHOOLWIDE AVERAGE: About 38 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			91%	154	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			90%	150	
English proficient			90%	292	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	12	
Low income	NO DATA AVAILABLE		N/A	12	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			91%	292	
Learning disabled	NO DATA AVAILABLE		N/A	33	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			94%	271	
Asian American			96%	49	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			91%	228	

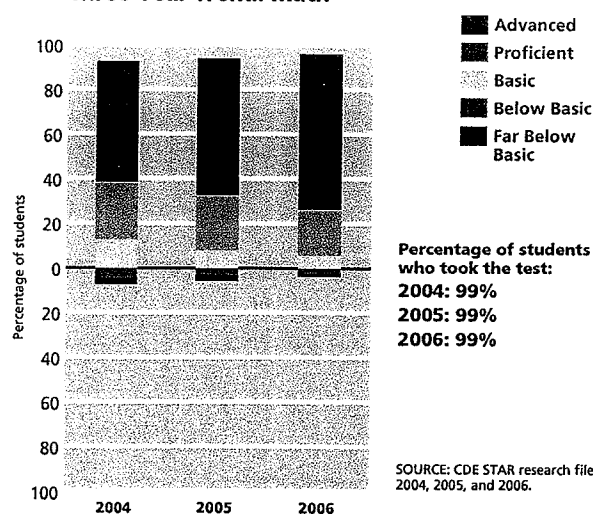
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			76%	100%	SCHOOLWIDE AVERAGE: About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

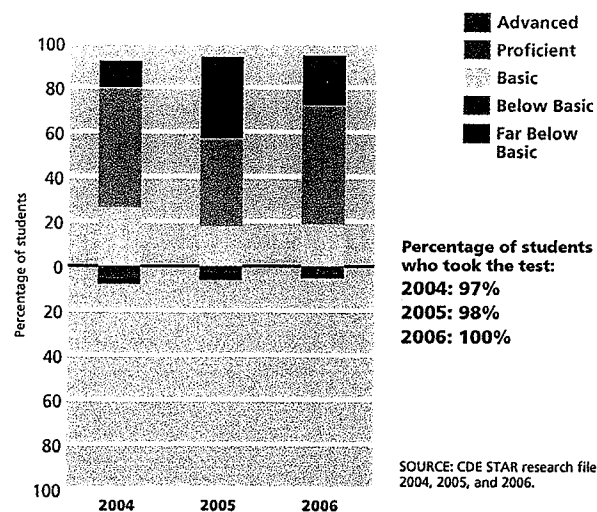
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	27	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	27	
English proficient			79%	52	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	3	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			80%	51	
Learning disabled	NO DATA AVAILABLE		N/A	5	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			78%	49	
White/Other			80%	40	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	76%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	50%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	81%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	78%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	89%	61%	55%

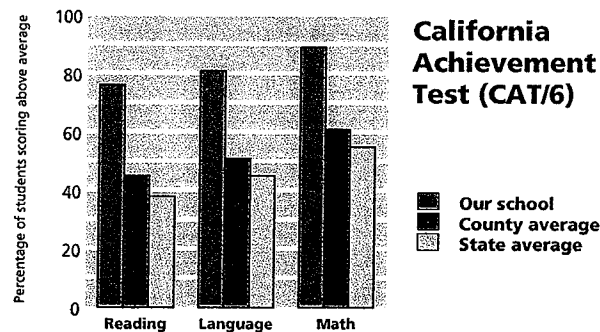
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Del Mar Heights, 76 percent of students scored at or above average in reading (compared to 38 percent statewide); 81 percent scored at or above average in language (compared to 45 percent statewide); and 89 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Del Mar Heights, 55 percent of students scored at the top in reading (compared to 15 percent statewide); 50 percent scored at the top in language (compared to 19 percent statewide); and 78 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Del Mar Heights, 95 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, ten percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	95%	70%	68%
English learners	5%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 21 students classified as English learners. At Del Mar Heights, the languages these students most often speak at home are Spanish, French or other non-English languages. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	19%	86%	85%
Vietnamese	0%	2%	2%
Cantonese	5%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	14%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	62%	8%	8%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Del Mar Heights identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Del Mar Heights. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/Pacific Islander	19%	11%	11%
Latino/Hispanic	5%	44%	50%
White/European American/Other	74%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Del Mar Heights, four percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	47%	57%
Parents with some college	98%	62%	53%
Parents with college degree	89%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 98 percent of the students at Del Mar Heights have attended college, and 89 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 68 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Del Mar Heights varies across grade levels from a low of 16 students to a high of 27. Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	21	20
First grade	20	19	19
Second grade	18	19	19
Third grade	16	19	20
Fourth grade	24	28	29
Fifth grade	27	29	29
Sixth grade	27	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

Del Mar Heights School is a modern complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct safety inspections of all buildings on a regular schedule. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We hold regularly scheduled fire and disaster drill, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

Del Mar Heights School complies with district safety and security procedures. Staff members provide supervision for students 15 minutes before school and 15 minutes following dismissal. The school custodian makes a visual inspection of the school campus every morning before students arrive. All visitors to the campus must check-in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Our daytime custodian and evening custodian perform cleaning operations throughout the school. District personnel provide maintenance and landscaping upkeep. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	2	1
	2004–2005	1	1
	2003–2004	1	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had seven suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	85%	26%	24%
Girls in Fitness Zone	74%	31%	28%
All students in Fitness Zone	80%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

For the 2004–2005 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a "time banking" schedule to create time for important staff development. Weekly instructional minutes are organized so that students have more instructional minutes four days each week and fewer instructional minutes are needed on day five. The overall total of instructional minutes remains the same. Every Wednesday is a "time banked" day for students, with school hours from 8 a.m. to 12:30 p.m. Additionally, there are ten scheduled minimum days that we use for fall and spring parent–student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Del Mar Heights School is excellent due to a cooperative effort of the entire staff. Our principal has 32 years of experience in education and holds a master's degree plus 30 credits.

We have weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council (SSC) meetings. We update our detailed Site Strategic Plan annually. We develop and align curriculum in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. In the school's most recent Program Quality Review and districtwide Consolidated Compliance Review, Del Mar Heights was found to be in full compliance and received many commendations from both review teams.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	7%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	48%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	52%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About seven percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 52 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 48 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Del Mar Heights hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Del Mar Heights holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 97 percent of the faculty at Del Mar Heights hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	4%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with hiring and placing outstanding teachers using best instructional practices in classrooms as well as site enrichment programs. Teachers are assigned to grade levels or enrichment programs based on the needs of the district, teacher expertise, and interest.

The teaching staff at Del Mar Heights is highly educated and experienced. New district teachers are evaluated annually for the first three years of their employment. On reaching tenure, teachers are evaluated every other year. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar Union School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Evaluations are conducted by the site principal, forwarded to the director of personnel and the superintendent for review, and filed in the employee's personnel file.

Teachers are provided with assistance to formulate and implement professional development plans. Peer and administrative support is ongoing.

Staff Development

Our district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment Program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for a minimum-day dismissal for students on Wednesdays to provide time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development.

Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The SSC and Board of Trustees review and approve the site staff development plan.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

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

Student Study Team also supports teachers and students. A full-time registered nurse is available to students in the district, and the health office is staffed with a health technician for six hours per day.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The District operates fee-based afterschool child care and enrichment classes for working parents.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 19 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 56 students who qualify for these special education programs.

The District is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. Approximately 12 percent of our students receive special education services.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

Students who are English learners are provided with learning activities that are consistent with local, state, and federal mandates.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Our daytime custodian and evening custodian perform clean the school regularly. District personnel provide maintenance and landscaping upkeep. Maintenance and custodial staff maintain the rest rooms and keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

The facility at its opening also included a library, administration building, multi-purpose room, student lunch court, and beautiful playgrounds. In 2000 Del Mar Heights was modernized to create a state-of-the-art school. Part of the modernization included an energy retrofit that brought new lighting and heating, ventilation, and air conditioning systems to all classrooms.

Our school includes 17 buildings, of which 13 are portables. On an average day, 479 students and staff occupy these buildings, taking up 62 percent of our capacity.

The bathrooms in our school contain 28 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 134 computers available for student use, which means that, on average, there is one computer for every three students. There are 34 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	5	5
Internet-connected classrooms	34	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Del Mar Heights School strongly supports community involvement in a variety of ways. Parents can join the SSC, an advisory group composed of parents and staff that meets monthly and provides opportunities for community input on school programs. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students.

Parents are welcome to participate in their child's education by serving as volunteers in the school. For more information on additional involvement opportunities, please contact Wendy Wardlow at (858) 755-9367.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local businesses support district students and programs, and the Del Mar Schools Education Foundation generates funds for school enrichment programs.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2005–2006
Del Mar Union School District

An annual report to the
community about teaching,
learning, test results,
resources, and measures of
progress in our school.

Academy of Arts and Sciences

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws **require all schools to publish a SARC each year.** The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

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Del Mar, CA 92014

Principal: Laurie Francis

Phone: (858) 755-9763

How to Contact Our District

225 Ninth St.

Del Mar, CA 92014

Phone: (858) 755-9301

<http://www.dmusd.org>



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Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Del Mar Hills Academy is a California Distinguished School and a nationally acclaimed Blue Ribbon School. Our educational program is based on standards-based, progressive, and developmental core-curricular instruction integrated with fine arts. This teaching concept is instrumental in fostering an integral learning connection between the right and left brain, making learning and thought processes more meaningful and enabling greater retention of information. Highly skilled specialists in fine arts, science, and technology work with students and grade-level teachers to enrich and reinforce standards-based concepts at each grade level. Our small, intimate student-body size enables creativity and innovative integrated program design. It also fosters excellent teacher collaboration, meaningful staff development, and the Professional Learning Community (PLC) concept.

Our school has a continued commitment to academic excellence and education of the total child; a staff dedicated to meeting the academic and social needs of every child; and a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, community service, and student government. Our test scores rank in the top three percent of the nation, and our students continue to show solid growth each year on multiple assessments.

We are so proud of our 35-year tradition of educational excellence. Our staff is second to none and our parents are irreplaceable. Our science, art, music, and technology labs are state of the art. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

Laurie Francis, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

895

County Average: 785
State Average: 757

Student enrollment

399

County Average: 550
State Average: 542

Teachers

25

County Average: 29
State Average: 27

Students per teacher

16

County Average: 19
State Average: 20

Students per computer

3

County Average: 5
State Average: 5

Major Achievements

- Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the Governor's Office.
- Our grade-level teaching teams are organized and driven by the Professional Learning Community (PLC) concept.
- We focus on the interconnected concepts between the core curriculum and the fine arts, specifically, the sciences (including math), music, art, and technology (SMaRT). Curriculum maps are used to ensure careful unit planning and standards-based content. Reading and writing (the literacy framework) is woven into all aspects of teaching and learning.
- Higher-order, open-ended questions that are based on real-world problems are integral to making an integrated curriculum meaningful. Our Academy program is project-based and interdisciplinary.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society.
- We offer the UC Irvine MIND Institute's Spatial-Temporal Math Program in grades kindergarten through six.

Focus for Improvement

- Continue with the implementation of Professional Learning Communities (PLC) and data-driven instruction. Develop ongoing formative assessments based on the identification of essential standards.
- Expand individualized/small group instruction through "push-in", co-teaching, ALP, and special programs.
- Continue to implement differentiated curriculum via open-ended, hands-on, project-based, integrated unit development.
- Continue the development and implementation of thematic units enhanced by the SMART components.
- Expand our PeaceBuilders Program schoolwide, specifically to lunch recess.
- Increase communication with/educate the community about the Academy Programs, PeaceBuilders Program, and PLC concept.
- Develop a plan for efficient fundraising efforts and collaboration between the DMSEF and PTA in order to maintain a full complement of four credentialed specialist teachers in the areas of science, music, art, and technology. Develop a plan for fundraising for a half-time credentialed PE teacher.
- Develop PTA-sponsored events that enhance community support, and showcase students and Academy Programs.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Del Mar Hills's API was 895 (out of 1000). This is a decline of 4 points compared to last year's API. All students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 899. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 6 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

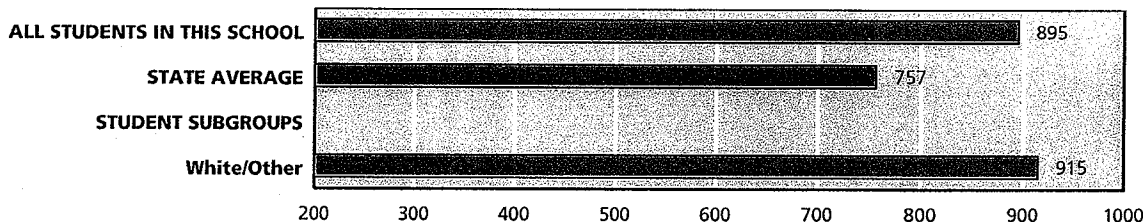
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	895
Growth attained from prior year	-4
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all nine criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

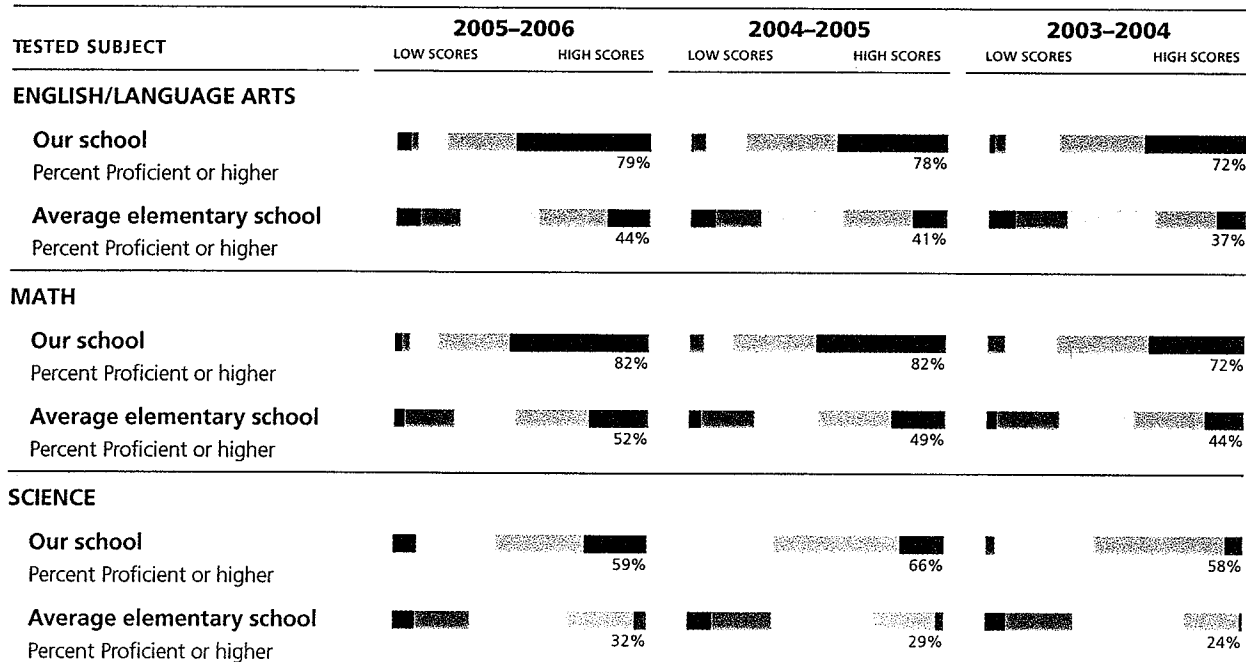
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the STAR Web site. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			79%	100%	SCHOOLWIDE AVERAGE: About 35 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			78%	155	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			80%	139	
English proficient			81%	283	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE	N/A	N/A	10	
Low income	NO DATA AVAILABLE	N/A	N/A	26	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			84%	267	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	30	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			84%	264	
White/Other			83%	245	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

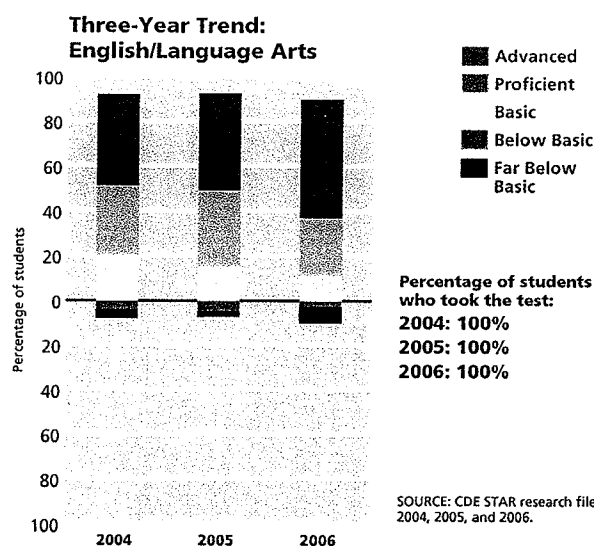
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			82%	100%	SCHOOLWIDE AVERAGE: About 30 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	155	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			79%	139	
English proficient			83%	283	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	10	
Low income	NO DATA AVAILABLE		N/A	26	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			85%	267	
Learning disabled	NO DATA AVAILABLE		N/A	30	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			87%	264	
White/Other			85%	245	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

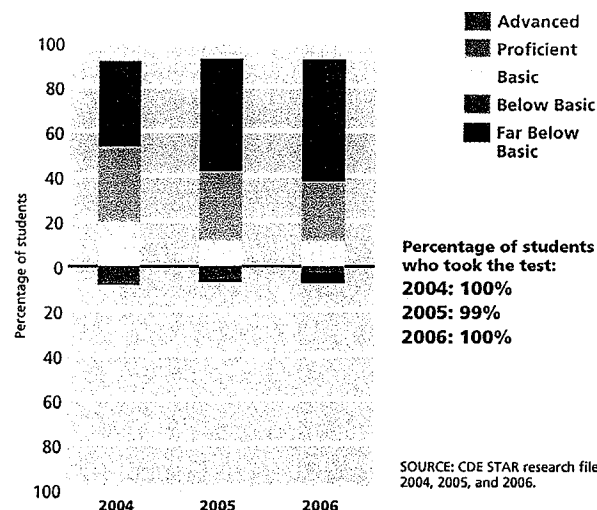
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	■	■	59%	100%	SCHOOLWIDE AVERAGE: About 27 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY	■	■	37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA	■	■	32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

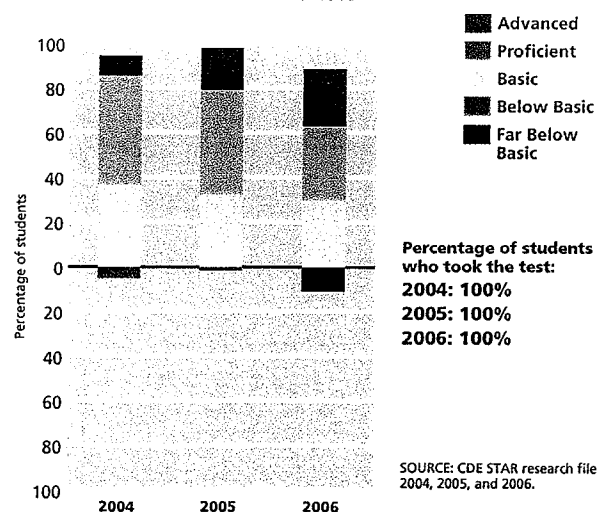
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	29	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	25	
English proficient	■	■	60%	53	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	8	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	■	■	67%	46	
Learning disabled	NO DATA AVAILABLE		N/A	7	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	■	■	68%	47	
White/Other	■	■	64%	45	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	75%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	51%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	69%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	61%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

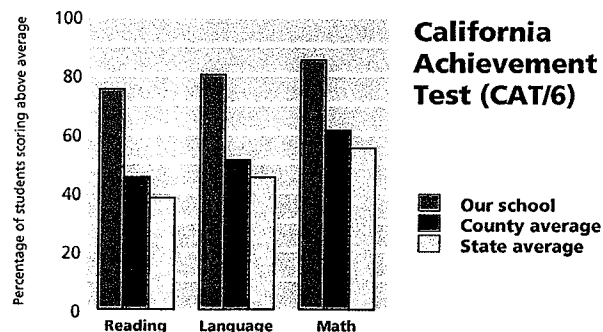
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Del Mar Hills, 75 percent of students scored at or above average in reading (compared to 38 percent statewide); 80 percent scored at or above average in language (compared to 45 percent statewide); and 85 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Del Mar Hills, 41 percent of students scored at the top in reading (compared to 15 percent statewide); 51 percent scored at the top in language (compared to 19 percent statewide); and 69 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Del Mar Hills, 95 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, none advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	95%	70%	68%
English learners	5%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 21 students classified as English learners. At Del Mar Hills, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	33%	86%	85%
Vietnamese	14%	2%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	19%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	71%	8%	9%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Del Mar Hills identify themselves as White/European American/Other. In fact, there are about seven times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Del Mar Hills. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/Pacific Islander	12%	11%	11%
Latino/Hispanic	7%	44%	50%
White/European American/Other	79%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Del Mar Hills, nine percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	9%	47%	57%
Parents with some college	95%	62%	53%
Parents with college degree	80%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 95 percent of the students at Del Mar Hills have attended college, and 80 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Del Mar Hills varies across grade levels from a low of 16 students to a high of 27. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	16	21	20
First grade	19	19	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	22	28	29
Fifth grade	27	29	29
Sixth grade	27	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

Del Mar Hills is a modern complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

Del Mar Hills complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards and School Safety Patrol enable students to cross Mango Drive safely. Staff members supervise students 15 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering Del Mar Hills Academy. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasize good citizenship. Our aim is to develop self-initiative, self-discipline, and self-government. This requires a shared responsibility between parents and staff.

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

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	1	1
	2004–2005	1	1
	2003–2004	2	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had two suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	48%	26%	24%
Girls in Fitness Zone	48%	31%	28%
All students in Fitness Zone	48%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

We use a "time banking" schedule to create time for important staff development activities. With this schedule, weekly instructional minutes are re-organized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time banked day for students, with school hours from 8 a.m. to 12:30 p.m. We have ten scheduled minimum days that we use for fall and spring parent-student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Del Mar Hills Academy is excellent due to a cooperative effort of the entire staff. Our principal has 18 years of experience in education and holds a master's degree in the area of gifted and talented education.

Staff and teacher-teams meet weekly for shared decision making; instructional aide staff and the School Site Council (SSC) meet monthly. Our SSC, along with our entire teaching staff, study assessment data. At the end of the school year, the SSC reviews the results of this year-long study and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year.

Del Mar Hills has a detailed Site Strategic Plan that is updated annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	8	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	12%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	35%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	65%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 12 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, eight years of experience. About 65 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 35 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Del Mar Hills hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Del Mar Hills holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Del Mar Hills hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	5%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with hiring and placing outstanding teachers. Teachers are assigned based on the needs of the district, teacher interest, and professional credentials. The teaching staff at Del Mar Hills is highly educated and experienced.

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

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

Staff Development

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development.

Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The staff and students at Del Mar Hills Academy are more committed than ever to the effectiveness of connecting thinking between all of the disciplines and the fine arts and sciences. Staff development and training will support this endeavor throughout the 2005–2006 school year. Literacy and the writing process, program differentiation (effective teaching for all ability levels), and fine arts integration are also integral components of planning.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel who have concerns about their students' welfare. She also provides small-group counseling for such issues as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The district also provides a series of speakers who provide programs to help parents with parenting skills. Our Student Study Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician for six hours per day. Over 30 child development majors from local colleges and students from our local high school provide individual tutoring for students as needed.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The district operates fee-based afterschool child care and enrichment classes for working parents.

In addition to our kindergarten through grade six basic music program, we also offer chorus and instrumental music to fourth through sixth graders. All of our students participate in music composition in our state-of-the-art music-keyboard-computer lab.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 15 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 39 students who qualify for these special education programs.

The district is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. Approximately eight percent of our students are in the special education program, resource program, or speech program.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

Students who are English learners are provided with learning activities that are consistent with local, state, and federal mandates. Curriculum is modified for all learners as appropriate.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Our daytime custodian and evening custodian perform clean the school regularly. District personnel provide maintenance and landscaping upkeep. Maintenance and custodial staff maintain the rest rooms and keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

In 2001 our school was modernized and is a "state of the art" school. Part of the modernization included new lighting and heating, ventilation, and air conditioning systems to all classrooms. In the spring of 2004–2005 Del Mar Hills celebrated the completion of our state-of-the-art Performing Arts Center. This new facility will support the integrated, fine arts program.

Our school includes nine buildings, of which seven are portables. On an average day, 425 students and staff occupy these buildings, taking up 72 percent of our capacity.

The bathrooms in our school contain 23 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 126 computers available for student use, which means that, on average, there is one computer for every three students. There are 28 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	5	5
Internet-connected classrooms	28	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

At Del Mar Hills Academy we take great pride in the strong support and involvement of our parents. Parents are welcome to participate in their child's education by serving as volunteers in the school. Over 250 parent volunteers help our teachers provide individual support for each child, and they are vital to the implementation of our program. Parents can join the SSC, an advisory group composed of parents and staff that meets monthly and provides opportunities for community input on school programs. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students. Monthly coffees with the principal enhance communication and community involvement.

You can obtain more information about our volunteer program, PTA, SSC, Strategic Planning Committee, or Integrated Curriculum Plan through our Web site or by contacting the school.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local businesses support students and special programs, and the Del Mar Schools Education Foundation organizes districtwide events to generate funds for school enrichment programs.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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Sage Canyon School

School Accountability Report Card, 2005–2006
Del Mar Union School District

An annual report to the
community about teaching,
learning, test results,
resources, and measures of
progress in our school.

Sage Canyon School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws **require all schools to publish a SARC each year**. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

5290 Harvest Run Dr.
San Diego, CA 92130
Principal: Peg LaRose
Phone: (858) 481-7844

How to Contact Our District

225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
<http://www.dmusd.org>



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Sage Canyon School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year we enthusiastically begin our sixth year. We are committed to providing a nurturing and inspiring educational program for all of our students and to enable our children to recognize and reach their full potential. Our program not only emphasizes academics but also the development of a strong self-esteem, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool. Through our Extended Studies Program, we offer enrichment to all students in art, music, technology, science lab, library, and PE.

Our parents and community are active participants in the development of an evolving vision of the school through participation on the Strategic Planning Team, the School Site Council (SSC), and other advisory committees. Parents also support the school through our very successful PTA and donations to our Foundation.

Peg LaRose, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

966

County Average: 785

State Average: 757

Student enrollment

721

County Average: 550

State Average: 542

Teachers

43

County Average: 29

State Average: 27

Students per teacher

17

County Average: 19

State Average: 20

Students per computer

8

County Average: 5

State Average: 5

Major Achievements

- Sage Canyon School is committed to the development of the total child. We are committed to academic excellence, meeting the varying needs of all our students, and the education of unique opportunities in science, technology, and the fine arts. This includes programs within the classroom and outside the classroom. This year we have credentialed teachers providing supplemental programs for all students in technology, science, art, music, and PE. Additional staff provides instruction in library skills. Numerous student lunch clubs and a Student Council offer opportunities to develop individual student interests, leadership skills, and self-esteem.

Focus for Improvement

- Continue to develop and implement a comprehensive plan for improved social climate that encompasses the Character Counts program.
- Provide quality differentiated instruction for all Sage Canyon students in language arts and mathematics.
- Use technology as a meaningful tool for supporting and integrating the curriculum.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Sage Canyon's API was 966 (out of 1000). This is an increase of 3 points compared to last year's API. About 99 percent of our students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 963. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

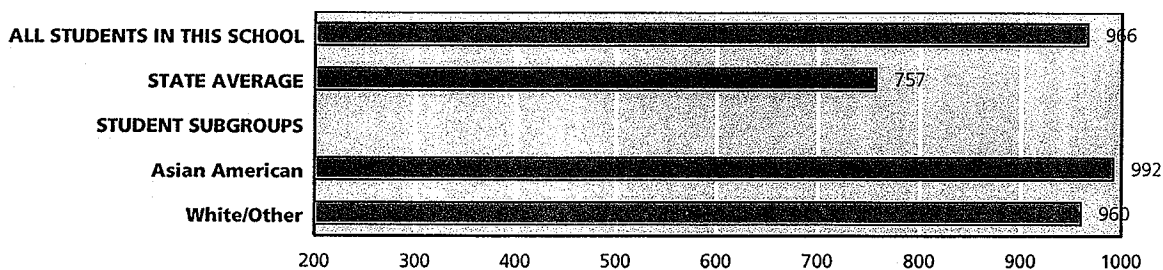
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	966
Growth attained from prior year	+3
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

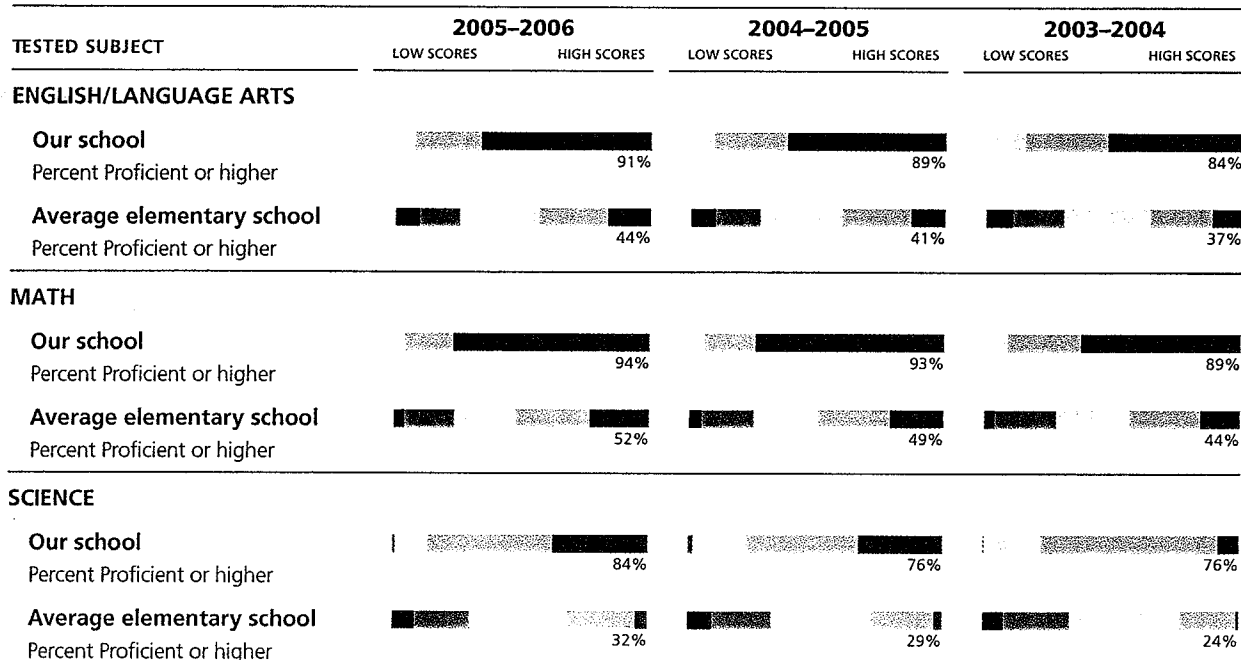
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the STAR Web site. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			91%	99%	SCHOOLWIDE AVERAGE: About 47 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	232	GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			95%	253	
English proficient			91%	474	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	11	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			91%	485	
Learning disabled			79%	42	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			92%	443	
Asian American			95%	117	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			89%	338	

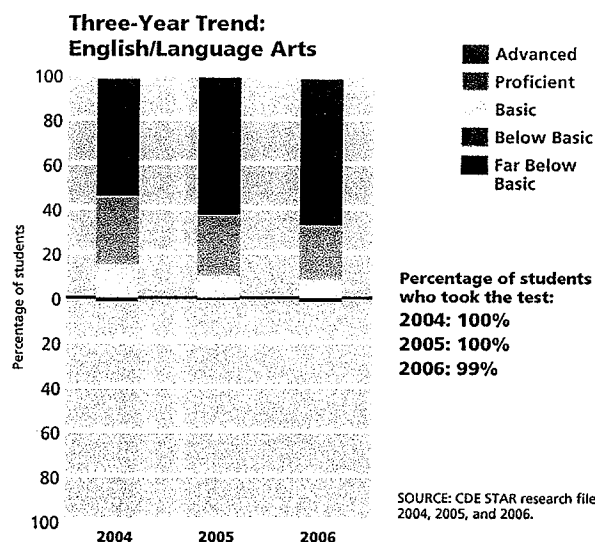
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			94%	99%	SCHOOLWIDE AVERAGE: About 42 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			94%	232	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			94%	253	
English proficient			94%	474	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	11	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			94%	485	
Learning disabled			64%	42	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			95%	443	
Asian American			99%	117	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			92%	338	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

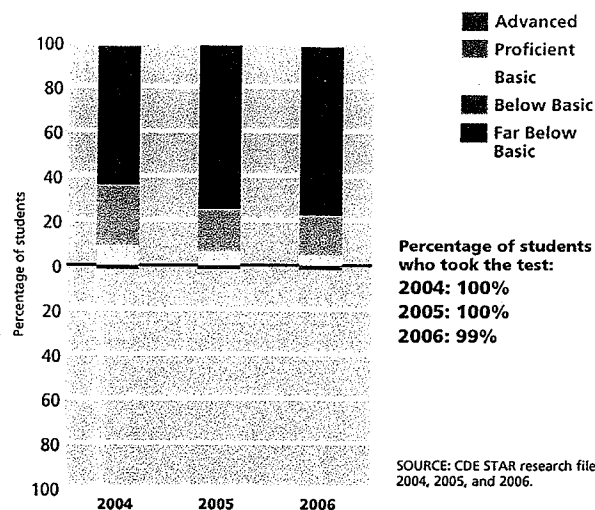
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			84%	99%	SCHOOLWIDE AVERAGE: About 52 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

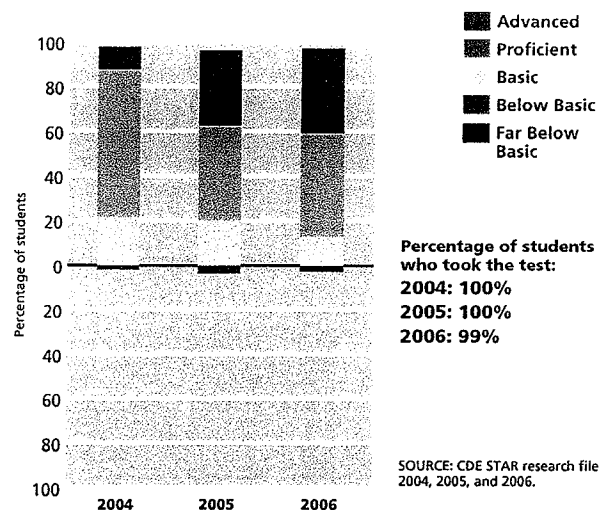
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			83%	54	GENDER: About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			86%	49	
English proficient			86%	99	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE	N/A	N/A	4	
Low income	NO DATA AVAILABLE	N/A	N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			84%	103	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			87%	97	
Asian American	DATA STATISTICALLY UNRELIABLE	N/A	N/A	25	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			85%	75	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	42%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	82%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	89%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	79%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	94%	61%	55%

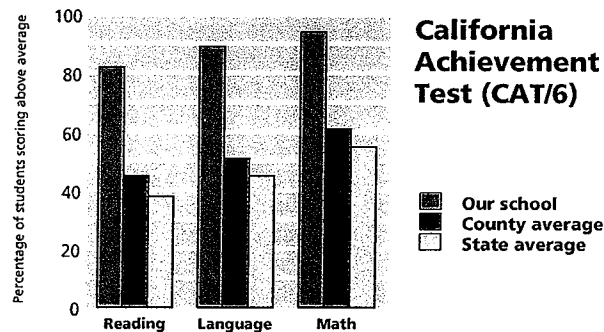
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sage Canyon, 82 percent of students scored at or above average in reading (compared to 38 percent statewide); 89 percent scored at or above average in language (compared to 45 percent statewide); and 94 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Sage Canyon, 42 percent of students scored at the top in reading (compared to 15 percent statewide); 55 percent scored at the top in language (compared to 19 percent statewide); and 79 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Sage Canyon, 96 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, 42 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	70%	68%
English learners	4%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 28 students classified as English learners. At Sage Canyon, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	18%	86%	85%
Vietnamese	4%	2%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	14%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	64%	8%	8fc%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Sage Canyon identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Sage Canyon. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/Pacific Islander	24%	11%	11%
Latino/Hispanic	5%	44%	50%
White/European American/Other	71%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Sage Canyon, none of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	0%	47%	57%
Parents with some college	99%	62%	53%
Parents with college degree	85%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 99 percent of the students at Sage Canyon have attended college, and 85 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 67 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Sage Canyon varies across grade levels from a low of 18 students to a high of 27. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	21	20
First grade	20	19	19
Second grade	18	19	19
Third grade	18	19	20
Fourth grade	27	28	29
Fifth grade	26	29	29
Sixth grade	27	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

The Sage Canyon School is a state-of-the-art facility that provides students with safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

Sage Canyon complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our School Safety Patrol enables students to cross Harvest Run Drive safely. Staff members supervise students 15 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

Sage Canyon School has a comprehensive plan for schoolwide student social climate that encompasses the Character Counts! program. We view our plan as an evolving proactive structure that supports a calm and safe school environment while helping children develop self-discipline and a sense of responsibility. We believe that the school environment is an ideal practice field for children's social as well as academic learning. We comfort and coach students as they learn and as they make mistakes. We teach reading and recess; we teach writing and honestly expressing feelings, and we teach math and manners. We help children build the bridges between self-control and self hood by giving them hundreds of opportunities to practice in a safe and caring school environment. We are always here to listen to children's concerns and work with them to problem solve and find solutions.

We view our classroom, lunch, and playground behavior standards as what makes the good things happen rather than just what stops the bad things from happening. Our goal is that all students and adults in the Sage Canyon community recognize that behavior standards help to create a respectful and caring climate for taking the risks necessary for learning.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	0	1
	2004–2005	0	1
	2003–2004	1	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had one suspension incident. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	45%	26%	24%
Girls in Fitness Zone	61%	31%	28%
All students in Fitness Zone	53%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

For the 2004–2005 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a "time banking" schedule to create time for important staff development. Weekly instructional minutes are organized so that students have more instructional minutes four days each week and fewer instructional minutes are needed on day five. The overall total of instructional minutes remains the same. Every Wednesday is a "time banked" day for students, with school hours from 8 a.m. to 12:30 p.m. Additionally, there are ten scheduled minimum days that we use for fall and spring parent-student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Sage Canyon School is excellent due to a cooperative effort of the entire staff. Our principal has 22 years of educational experience and holds a doctorate in education.

Shared decision-making takes place through collaborative staff and teacher-team meetings, along with SSC meetings. We update our detailed Vision for Excellence Plan annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. In the school's most recent state review for legal compliance, our school was rated in full compliance and awarded six commendations.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	8	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	26%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	48%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	52%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 26 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, eight years of experience. About 52 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 48 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Sage Canyon hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sage Canyon holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 96 percent of the faculty at Sage Canyon hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	16%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with hiring and placing outstanding teachers using best instructional practices in classrooms as well as site enrichment programs. Teachers are assigned to grade levels or enrichment programs based on the needs of the district, teacher expertise, and interest.

The teaching staff at Del Mar Heights is highly educated and experienced. New district teachers are evaluated annually for the first three years of their employment. On reaching tenure, teachers are evaluated every other year. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar Union School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Evaluations are conducted by the site principal, forwarded to the director of personnel and the superintendent for review, and filed in the employee's personnel file.

Teachers are provided with assistance to formulate and implement professional development plans. Peer and administrative support is ongoing.

Staff Development

Our district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment Program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for a minimum-day dismissal for students on Wednesdays to provide time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development.

Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The SSC and Board of Trustees review and approve the site staff development plan.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	1.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

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

Student Study Team also supports teachers and students. A full-time registered nurse is available to students in the district, and the health office is staffed with a health technician for six hours per day.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The District operates fee-based afterschool child care and enrichment classes for working parents. Our unique design accommodates such special programs as music, art, library, computer lab, and science lab.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 33 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 63 students who qualify for these special education programs.

The district is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. We provide a Resource Specialist Program, a psychologist, and speech pathologists for support of our students with special needs.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Our daytime custodian and evening custodian clean the school regularly. District personnel provide maintenance and landscaping upkeep. Maintenance and custodial staff maintain the rest rooms and keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Our school includes 15 buildings, of which ten are portables. On an average day, 767 students and staff occupy these buildings, taking up 90 percent of our capacity.

The bathrooms in our school contain 50 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 95 computers available for student use, which means that, on average, there is one computer for every eight students. There are 40 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	5	5
Internet-connected classrooms	40	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Sage Canyon School strongly supports community involvement. Parents are welcome to participate in their child's education by serving as volunteers in the school. They can also join the SSC, an advisory group composed of parents and staff that meets four times a year to review the effectiveness of the school program in meeting the needs of all students. The SSC develops the Vision for Excellence Plan related to improving school instruction and recommends the allocations of the School Improvement Funds received from the state. The Strategic Planning Team/Action Team meets annually to develop a clear vision of the school through the active participation of the principal, teachers, staff, and parent community. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students.

For more information on additional involvement opportunities, please contact Peg LaRose at (858) 481-7844.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local businesses support district students and programs, and the Del Mar Schools Education Foundation's districtwide events generate funds for school enrichment programs.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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Sycamore Ridge School

School Accountability Report Card, 2005–2006
Del Mar Union School District



■ An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Sycamore Ridge School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

5333 Old Carmel Valley Rd.

San Diego, CA 92130

Principal: Emily Disney

Phone: (858) 755-1060

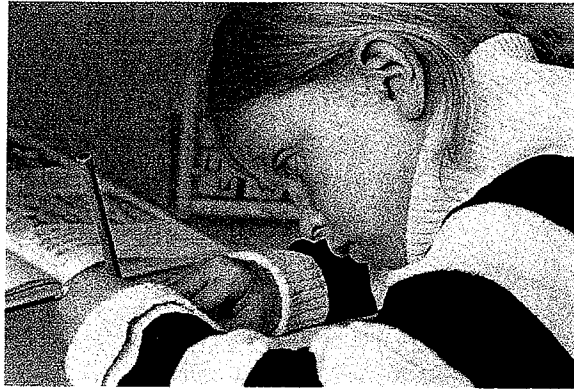
How to Contact Our District

225 Ninth St.

Del Mar, CA 92014

Phone: (858) 755-9301

<http://www.dmusd.org>



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Sycamore Ridge School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Welcome to our "Stallion" Family and Sycamore Ridge School!

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

As you read our Sycamore Ridge report card, I believe you will find evidence of:

- A learning environment with a strong commitment to academic excellence and the education of the total child.
- A staff dedicated to meeting the academic needs of students through data analysis and collaboration.
- A student body that is motivated to perform well and achieve at all levels through enrichment, extension activities, differentiation, and extra curricular school involvement.

The mission of our school is to ensure high levels of academic achievement as measured by assessments that are aligned with state standards. We are committed to a comprehensive system of support and intervention to assure this outcome. We are dedicated to maximizing the individual potential of each learner by offering programs that foster creative and critical thinking, as well as social and emotional growth.

Our multi-faceted program also provides opportunities to experience visual arts, performing arts, literature, music, technology, and science as extensions of the classroom. The entire village of the Sycamore Ridge community—parents, teachers, students, and staff—has been busy developing the culture of our new school, and we celebrate its diversity!

To learn more about our school, log on to our school Web page at www.dmusd.org/sycamore/ or call the school office to make an appointment for a tour. We love showing off our beautiful new facility.

Emily Disney, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

921

County Average: 785
State Average: 757

Student enrollment

306

County Average: 550
State Average: 542

Teachers

22

County Average: 29
State Average: 27

Students per teacher

14

County Average: 19
State Average: 20

Students per computer

5

County Average: 5
State Average: 5

Major Achievements

- We are proud of our ability to develop unique programs that address current educational issues and provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include educational seminar groups and lunch clubs in a variety of interest areas, student council, and service learning projects.
- To meet the requirements of No Child Left Behind, DMUSD and Sycamore Ridge School have developed an Academic Learning Program (ALP) to help students who need extra academic support. The ALP is designed as an alternative tutorial program to the traditional 30-day summer school program.
- We applaud the partnership that has been created between the Del Mar School Education Foundation, the Del Mar Union School District, and Sycamore Ridge Families. Through the efforts of these groups we are proud to offer credentialed music, art, technology, and science specialists that integrate the arts, sciences, and technology into the curriculum throughout the day. Our goal is to enhance these areas of the curriculum supporting the California State Standards, and to enrich the delivery of our balanced curriculum. The program includes small group instrumental music classes for fifth and sixth graders, and a complete band and chorus experience twice a week.

Focus for Improvement

- Maintain and continue to build a positive school climate that extends beyond the campus and connects all neighborhoods within the school community.
- Implement a program that allows all parents to be able to participate fully in the learning of their children through parent education.
- Establish and determine grade-level writing assessments based on essential standards.
- Identify and use strategies and resources for differentiated writing instruction.
- Implement a facilities plan that optimizes the learning environment for all students.
- Actively pursue the funding and resources necessary to fulfill our mission.
- Establish a staff development program, including time for planning, collaboration, and in-service, to support our evolving instructional program.
- Integrate technology throughout the district.
- Develop and implement a government relations program to increase our influence with government agencies that impact our mission and its funding.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Sycamore Ridge's API was 921 (out of 1000). About 99 percent of our students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

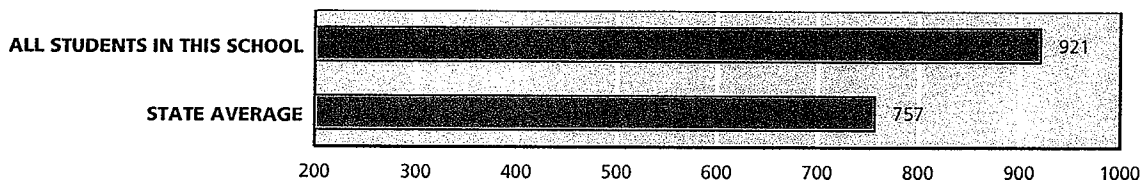
API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	921
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

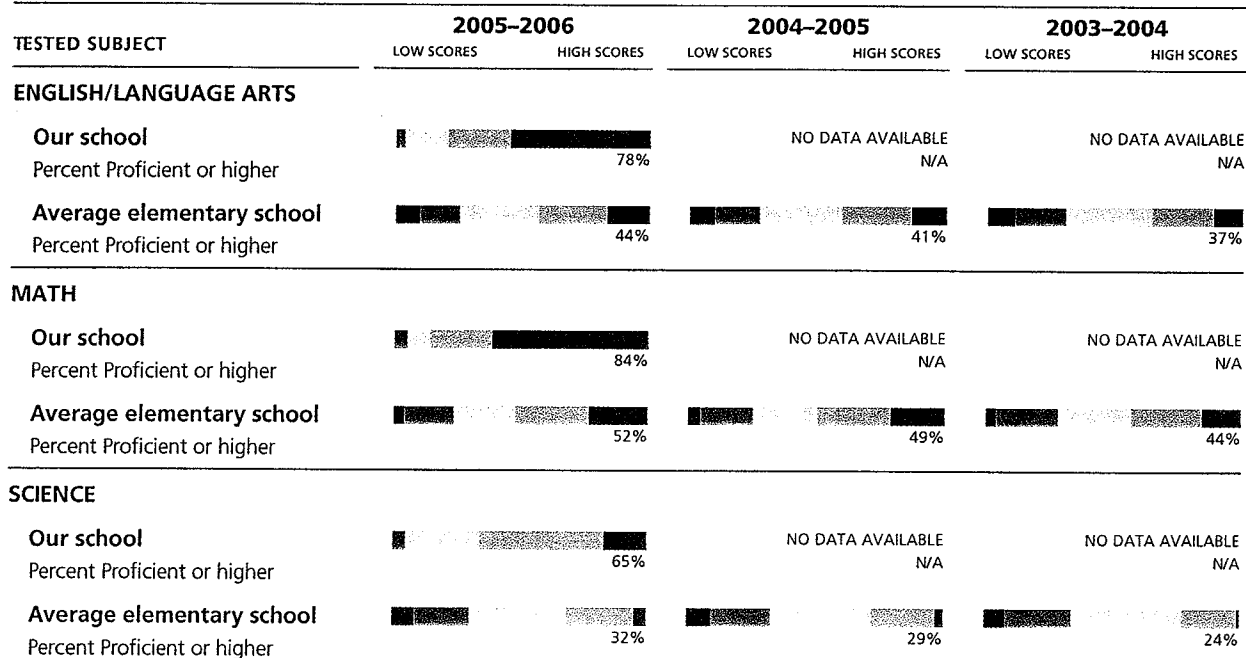
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the STAR Web site. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the CDE’s Web site. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			78%	99%	SCHOOLWIDE AVERAGE: About 34 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			76%	116	GENDER: About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			82%	81	
English proficient			86%	174	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	23	
Low income	NO DATA AVAILABLE		N/A	27	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			82%	170	
Learning disabled	NO DATA AVAILABLE		N/A	16	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			81%	181	
Asian American			90%	57	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			82%	107	

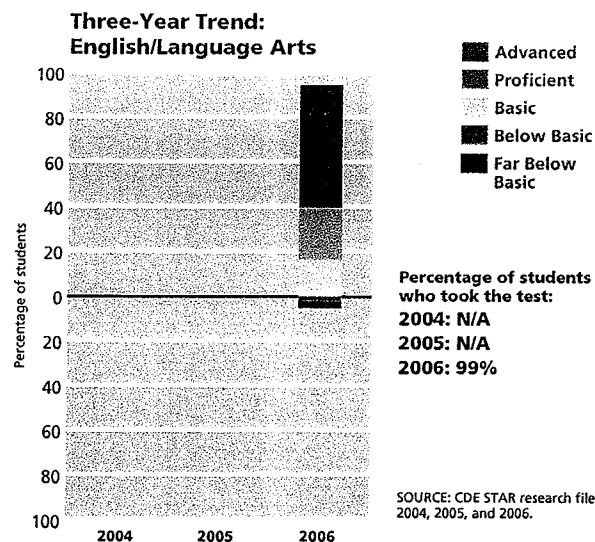
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			84%	99%	SCHOOLWIDE AVERAGE: About 32 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

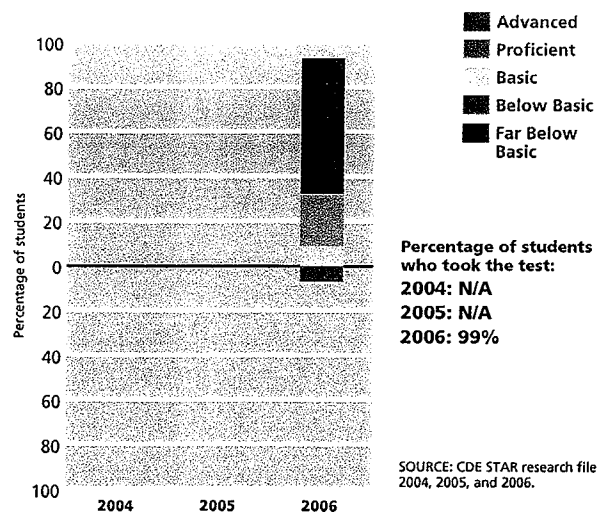
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			85%	116	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			82%	81	
English proficient			87%	174	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	23	
Low income	NO DATA AVAILABLE		N/A	27	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			87%	170	
Learning disabled	NO DATA AVAILABLE		N/A	16	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			86%	181	
Asian American			100%	57	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			87%	107	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			65%	100%	SCHOOLWIDE AVERAGE: About 33 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

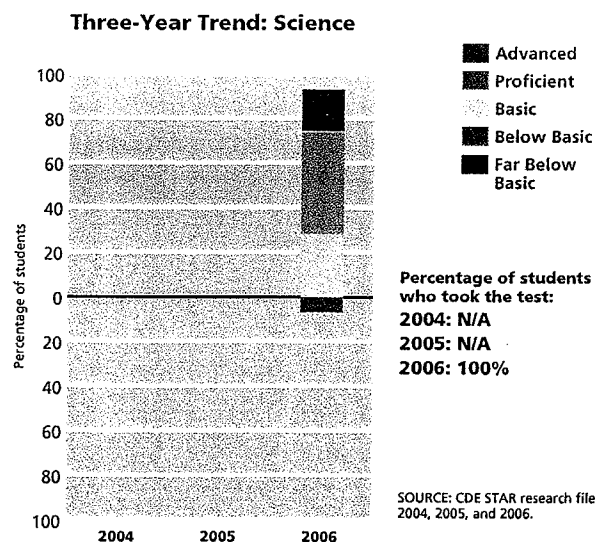
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	27	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	16	
English proficient			72%	39	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income	NO DATA AVAILABLE		N/A	6	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			68%	37	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			67%	39	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	20	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	34%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	55%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	36%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	52%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	77%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	93%	61%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

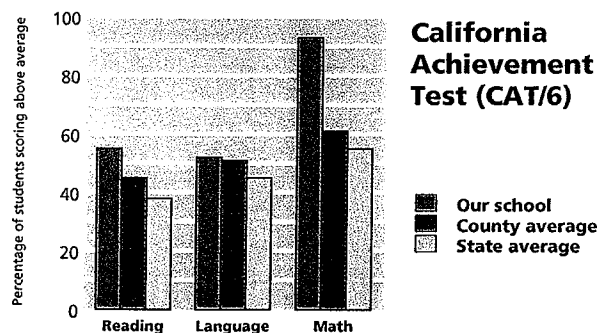
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sycamore Ridge, 55 percent of students scored at or above average in reading (compared to 38 percent statewide); 52 percent scored at or above average in language (compared to 45 percent statewide); and 93 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Sycamore Ridge, 34 percent of students scored at the top in reading (compared to 15 percent statewide); 36 percent scored at the top in language (compared to 19 percent statewide); and 77 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Sycamore Ridge, 88 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	88%	70%	68%
English learners	12%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 36 students classified as English learners. At Sycamore Ridge, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	28%	86%	85%
Vietnamese	6%	2%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	8%	3%	1%
Korean	8%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	50%	8%	8%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Sycamore Ridge identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	33%	11%	11%
Latino/Hispanic	7%	44%	50%
White/European American/ Other	59%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Sycamore Ridge, 13 percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	13%	47%	57%
Parents with some college	93%	62%	53%
Parents with college degree	83%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 93 percent of the students at Sycamore Ridge have attended college, and 83 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 64 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Sycamore Ridge varies across grade levels from a low of 13 students to a high of 23. Our average class size schoolwide is 18 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	17	21	20
First grade	19	19	19
Second grade	18	19	19
Third grade	16	19	20
Fourth grade	19	28	29
Fifth grade	20	29	29
Sixth grade	23	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

Plans, policies, and procedures are in place to ensure students' safety, including preparation for emergencies or contingencies. Regularly scheduled fire, lock down, and disaster drills are conducted. Each classroom is equipped with a backpack containing emergency supplies. A full-time registered nurse is available to all students in the district.

All students take part in prevention programs sponsored by the San Diego Police Department on topics including stranger danger, drug awareness and prevention, safety and wellness.

Discipline

The school discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs that challenge students' academic interests and emphasize good citizenship training. Through "Morning Meetings" and "Conflict Resolution" discussions, every classroom teacher focuses on teaching students to develop self-initiative, self-esteem, self-discipline, and self-government. The establishment and maintenance of this policy requires a shared responsibility among students, parents, and staff.

Sycamore Ridge School has implemented a Character Education curriculum called Character Counts! Each month a different character trait is emphasized. The Sycamore Ridge learning community understands that character doesn't just happen. It's up to the entire "village" to lay a strong foundation for character development by teaching our children right from wrong and by acting as positive role models. Character Counts! tickets are one of the many ways we celebrate and recognize positive behaviors of our students. Students who demonstrate good ethics and positive behavior are recognized by the staff and receive personal thanks from the school principal. Students who exemplify the character trait of the month are treated to lunch with the principal, which includes pizza and yogurt courtesy of local business supporters.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	1	1
	2004–2005	N/A	1
	2003–2004	N/A	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	N/A	0
	2003–2004	N/A	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had four suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions

and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	33%	26%	24%
Girls in Fitness Zone	63%	31%	28%
All students in Fitness Zone	44%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Our principal has 18 years of education experience and 11 of those years have been spent in the Del Mar Unified School District.

Shared decision making is a core value at Sycamore Ridge. Regular and frequent communication occurs through consistent dialogue, monthly principal advisory meetings, classified employee meetings, and School Site Council meetings. The entire Sycamore “Stallion” staff, parents, and community work collaboratively to study our programs and improve on our excellent academic and non-academic offerings. In October, individuals representing all of these groups came together to map out school goals and objectives for the next three to five years. In the spring we return for our first site strategic planning review and update. We are pleased with the meaningful and productive steps that have already taken place since October, and we are excited about our future together supporting our wonderful students.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	27%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	32%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	68%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 27 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, nine years of experience. About 68 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 32 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Sycamore Ridge hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sycamore Ridge holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 91 percent of the faculty at Sycamore Ridge hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	5%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

Teachers in the Del Mar Union School District are evaluated on a regular basis by the principal. The evaluation process is in accordance with governing board policies, teachers' association input, and state evaluation guidelines. New teachers are evaluated annually for the first three years of their employment. Upon reaching tenure, teachers are evaluated every other year.

Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the district's employee handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Every teacher evaluation is shared with the Director of Personnel and the Superintendent and then placed in the employee's personnel file.

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

Staff Development

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

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

The 2005/2006 district staff development program will continue with a focus on improving literacy. Planned in-services include, but are not limited to:

- Professional learning communities and the use of student data to inform instruction
- Instructional strategies for students with dyslexia
- Six Traits Writing Model
- Student Study Team
- Cognitively Guided Instruction
- Writer's and Reader's Workshops
- Differentiated strategies to meet the needs of all learners
- Additionally, there will be a continued emphasis on the use of data to inform instruction and the use of technology as a tool to extend and enrich student learning.
- An effective process for staff development and curriculum improvement supports the school goals. This year's District and site staff development program focus on the above goals.

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services. The school psychologist provides consultation to school personnel who have concerns regarding their students' welfare. The school psychologist also provides small group counseling for such issues as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The district also provides a series of speakers who provide programs to assist parents with their parenting skills. Our Student Study Team (SST) uses a problem-solving process to provide modifications/accommodations in support of teachers and students. The SST's Parent Handbook is available in the school office.

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

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has no students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 22 students who qualify for these special education programs.

Our Special Education Program includes resource specialists, counseling, and speech. The district is also proactive in evaluating students with suspected disabilities and in providing a full range of special education services.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

Sycamore Ridge students who are English learners are provided with support services and learning activities that are consistent with local, state, and federal mandates. We have 14 different primary foreign languages spoken in our school!

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Sycamore Ridge School is a new state-of-the-art facility, and it provides students with a safe, clean, and attractive environment conducive to productive learning. Our buildings create optimal flexibility to accommodate the educational needs of our students. The buildings are uniquely designed to accommodate special programs, such as music, drama, art, library, computer lab, and science lab. The Multipurpose Room's uniquely designed, raised stage provides for outdoor and indoor audience seating.

Our custodial staff, consisting of one daytime custodian and one evening custodian, performs cleaning operations throughout the school. District personnel provide maintenance and landscaping duties.

Our school includes six buildings, of which none are portables. On an average day, 328 students and staff occupy these buildings, taking up 36 percent of our capacity.

The bathrooms in our school contain 39 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Library

Students at Sycamore Ridge School have access to a variety of instructional materials, including science lab equipment, computer lab equipment, classroom computers, musical instruments, art supplies, digital audiovisual equipment, library and classroom literature collections, reference materials, social studies materials, math manipulatives, and instructional materials.

Computers

We have 57 computers available for student use, which means that, on average, there is one computer for every five students. There are 26 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	5	5
Internet-connected classrooms	26	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Sycamore Ridge School strongly supports community involvement through the following groups and activities:

- The School Site Council. This advisory group is composed of parents and staff and meets four times annually to provide opportunities for community input on school programs.
- The Parent Teacher Association. This group meets monthly and provides support for school programs and activities.
- Parent Volunteers. Parents are welcome to participate in their child's education by serving as volunteers at the school.
- Student Community Involvement. We encourage our students to participate in community activities and volunteerism such as the Study Buddies, which involves high school students in the academic and social growth of other students.
- Del Mar Schools Education Foundation. This group financially supports our Extended Studies Curriculum and individual school needs.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

We have monthly fundraising opportunities at local restaurants. In addition, we are fortunate to have the involvement and support of many local businesses in our programs, including Lunch with the Principal and the Employee of the Month Awards.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

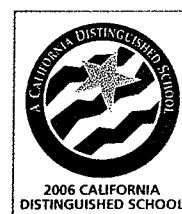
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Torrey Hills Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

 An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



Torrey Hills Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

10830 Calle Mar de Mariposa
San Diego, CA 92130
Principal: Gary Wilson
Phone: (858) 481-4266

How to Contact Our District

225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
<http://www.dmusd.org>



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Torrey Hills Elementary School

School Accountability Report Card, 2005–2006
Del Mar Union School District

Principal's Message

Welcome to Torrey Hills School, where “there’s no better place to learn.”

Torrey Hills School opened its doors in September 2002. We are very proud to offer all Torrey Hills students an outstanding educational and interactive positive environment where the individual academic and social needs of students are our number one priority. In addition to our outstanding teaching staff, we offer credentialed music, art, technology, science, and library specialists who integrate the arts, sciences, and technology into the curriculum throughout the day. Our goal is to enhance these areas of the curriculum supporting the California State Standards and to enrich the delivery of our balanced curriculum.

The entire Torrey Hills staff, parents, and community work collaboratively to study our programs and improve on our excellent academic offerings. We are continually developing the culture of our school, and we celebrate its cultural diversity, academic excellence, and growth potential. We are excited about our future and expect great accomplishments from our stakeholders in supporting our wonderful students.

Our school is committed to academic excellence and the education of the total child, has a staff dedicated to meeting the academic and social needs of every child, and has a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, differentiation, community service, and student responsibility.

Gary Wilson, PRINCIPAL

Grade Range and Calendar

K-6

TRADITIONAL

Academic Performance Index

952

County Average: 785
State Average: 757

Student enrollment

758

County Average: 550
State Average: 542

Teachers

43

County Average: 29
State Average: 27

Students per teacher

18

County Average: 19
State Average: 20

Students per computer

9

County Average: 5
State Average: 5

Major Achievements

- Torrey Hills School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and PE as extensions of the classroom.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include educational seminar groups in unique areas of interest, school clubs, student council, technology, science lab, and the Giraffe Club (a service-oriented group of students who "stick their necks out for others" to support the younger students at recess and at lunch).

Focus for Improvement

- Implement a comprehensive character education program that fosters inclusion of and respect for all students as socially conscious citizens of their home, school, community, and the world.
- Partner with local businesses and organizations for academic expertise, professional experiences, and financial support.
- Celebrate the individuality, heritage, and traditions of all students, staff, and their families.
- Educate the total community in the use of technology and infuse it throughout the curriculum.
- Increase and enhance Visual and Performing Arts through expanded community resources.
- Offer a varied program to meet the needs of all students.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. Additional information on the API can be found on the CDE Web site.

Torrey Hills's API was 952 (out of 1000). This is an increase of 2 points compared to last year's API. All students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 950. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the CDE Web site.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

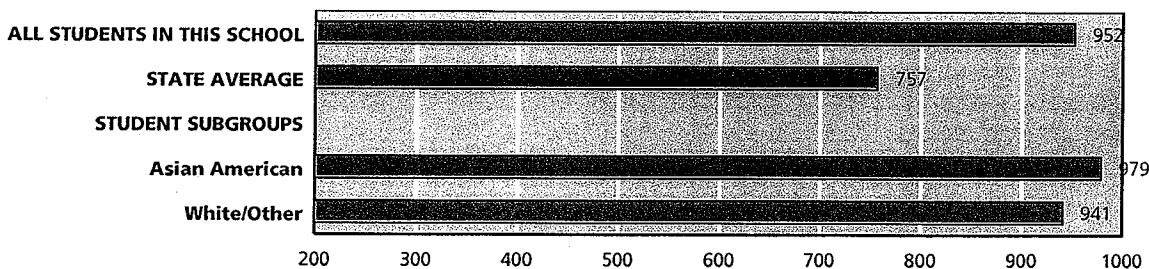
We met our assigned growth targets during the 2005–2006 school year. Just for reference, 58 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	952
Growth attained from prior year	+2
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet a different goal: Adequate Yearly Progress (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter Program Improvement (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

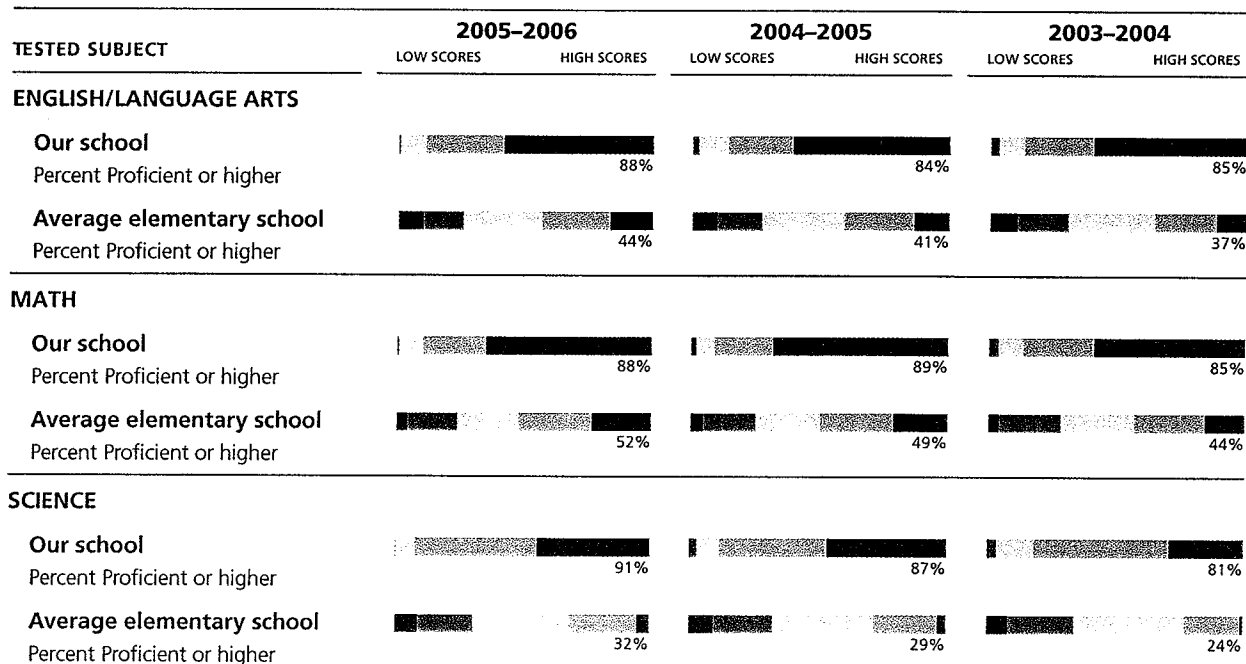
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find grade-level-specific scores, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the STAR program can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the California Content Standards on the **CDE Web site**.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE’s Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of technical terms, scoring methods, and the subjects covered by the tests for each grade. You’ll also find a guide to navigating the STAR Web site as well as help understanding how to compare test scores.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	100%	SCHOOLWIDE AVERAGE: About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	279	GENDER: About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			92%	261	
English proficient			90%	501	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			63%	39	
Low income	NO DATA AVAILABLE		N/A	6	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	534	
Learning disabled			52%	45	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			91%	495	
Asian American			89%	204	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			88%	299	

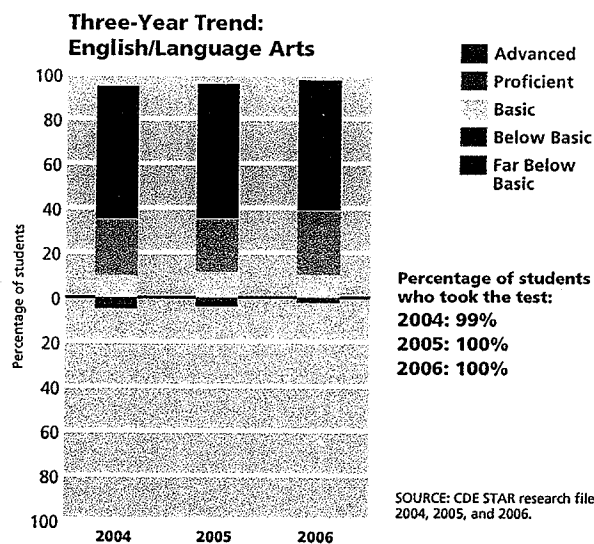
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	100%	SCHOOLWIDE AVERAGE: About 36 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

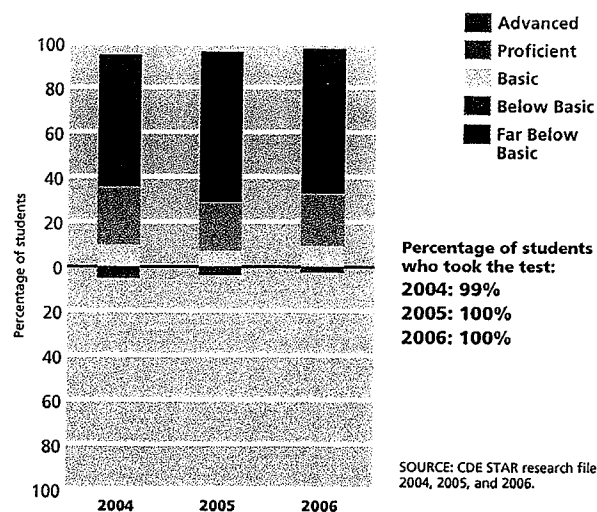
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	279	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			90%	261	
English proficient			89%	501	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			74%	39	
Low income	NO DATA AVAILABLE		N/A	6	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	534	
Learning disabled			52%	45	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			92%	495	
Asian American			95%	204	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			85%	299	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The standards for all grade levels are also available on this site.

Three-Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			91%	100%	SCHOOLWIDE AVERAGE: About 59 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			37%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			32%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			90%	39	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			91%	57	
English proficient			91%	91	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			91%	96	
Learning disabled	NO DATA AVAILABLE		N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			94%	90	
Asian American			95%	40	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			90%	52	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

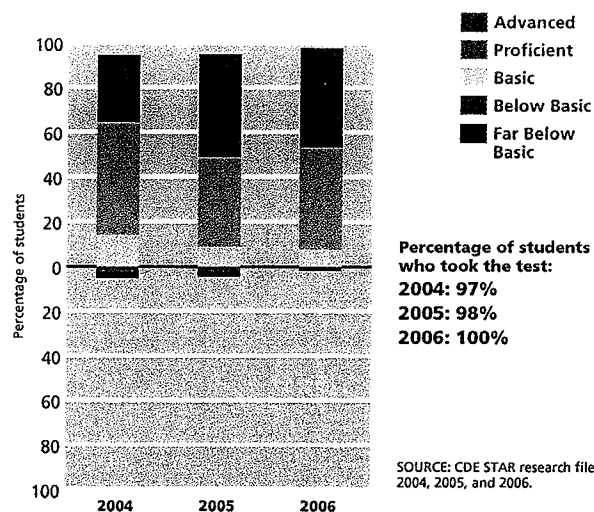
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	49%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	84%	45%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	82%	51%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	72%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	92%	61%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

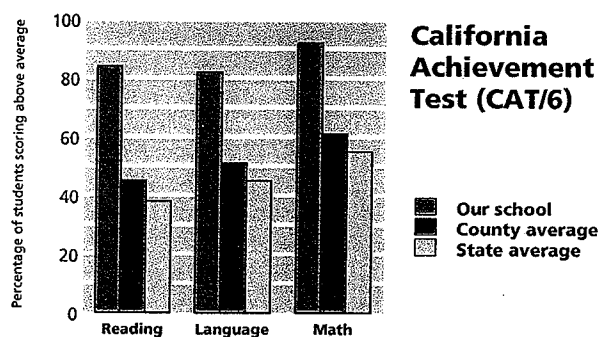
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Torrey Hills, 84 percent of students scored at or above average in reading (compared to 38 percent statewide); 82 percent scored at or above average in language (compared to 45 percent statewide); and 92 percent scored at or above average in math (compared to 55 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Torrey Hills, 49 percent of students scored at the top in reading (compared to 15 percent statewide); 55 percent scored at the top in language (compared to 19 percent statewide); and 72 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Torrey Hills, 95 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, 30 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	95%	70%	68%
English learners	5%	30%	32%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 36 students classified as English learners. At Torrey Hills, the language these students most often speak at home is Korean. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	17%	86%	85%
Vietnamese	0%	2%	2%
Cantonese	3%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	42%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	38%	8%	8%

SOURCE: Language Census for school year 2005–2006. County and state averages represent elementary schools only.

Ethnicity

Most students at Torrey Hills identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/Pacific Islander	36%	11%	11%
Latino/Hispanic	4%	44%	50%
White/European American/Other	57%	38%	32%

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Torrey Hills, one percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	1%	47%	57%
Parents with some college	100%	62%	53%
Parents with college degree	85%	37%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Torrey Hills have attended college, and 85 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at Torrey Hills varies across grade levels from a low of 18 students to a high of 26. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	18	21	20
First grade	20	19	19
Second grade	19	19	19
Third grade	19	19	20
Fourth grade	25	28	29
Fifth grade	24	29	29
Sixth grade	26	29	30

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

The Torrey Hills School is a state of the art facility that provides students with a safe, clean, and attractive environment conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members serve on a site safety committee, which reports to, and works with, the district safety committee. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

Torrey Hills complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students 45 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

A friendly, positive, and enthusiastic attitude toward students and learning is evident upon entering Torrey Hills School. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs that challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-esteem, self-discipline, and self-government. The establishment and maintenance of this policy requires a shared responsibility among students, parents, and staff.

Torrey Hills is participating in the character-building program, Character Counts, which is designed to strengthen the character of young people through promotion of the six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our Character Education Program features a theme of the month such as responsibility, kindness, dependability, and trustworthiness for students and teachers to discuss.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	1	1
	2004–2005	0	1
	2003–2004	1	1
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had four suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state.

More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	58%	26%	24%
Girls in Fitness Zone	84%	31%	28%
All students in Fitness Zone	73%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

For the 2004–2005 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a "time banking" schedule to create time for important staff development. Weekly instructional minutes are organized so that students have more instructional minutes four days each week and fewer instructional minutes are needed on day five. The overall total of instructional minutes remains the same. Every Wednesday is a "time banked" day for students, with school hours from 8 a.m. to 12:30 p.m. Additionally, there are ten scheduled minimum days that we use for fall and spring parent-student and teacher conferences.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	42,530	36,000
Grades 1–3	54,570	50,400
Grades 4–5	54,570	54,000
Grade 6	54,570	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Torrey Hills School is excellent due to a cooperative effort of the entire staff. Our principal has 30 years of educational experience, and our assistant principal has ten years of educational experience. Both administrators hold master's degrees in education.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council (SSC) meetings. We update our Site Strategic Plan annually. Our SSC, along with our entire teaching staff, studies a different curricular area each month through our Vision of Excellence program. At the end of the school year, the SSC reviews the results and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	9%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	36%	44%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	64%	56%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About nine percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, nine years of experience. About 64 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 36 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Torrey Hills hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Torrey Hills holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 91 percent of the faculty at Torrey Hills hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 92 percent. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	3%	13%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about misassigned teachers and teacher vacancies in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	5%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	3%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	11%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is five percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 11 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

The Del Mar Union School District recognizes that student learning and achievement begins with hiring and placing outstanding teachers using best instructional practices in classrooms as well as site enrichment programs. Teachers are assigned to grade levels or enrichment programs based on the needs of the district, teacher expertise, and interest.

The teaching staff at Del Mar Heights is highly educated and experienced. New district teachers are evaluated annually for the first three years of their employment. On reaching tenure, teachers are evaluated every other year. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar Union School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Evaluations are conducted by the site principal, forwarded to the director of personnel and the superintendent for review, and filed in the employee's personnel file.

Teachers are provided with assistance to formulate and implement professional development plans. Peer and administrative support is ongoing.

Staff Development

Our district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development. The Beginning Teacher Support and Assessment Program provides an induction program for new teachers to better learn the California Standards for the Teaching Profession and the California Content Standards. The Peer Assistance and Review program helps experienced teachers learn new strategies and methodologies to enhance classroom instruction.

The district's time banking schedule allows for a minimum-day dismissal for students on Wednesdays to provide time for grade-level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district staff development.

Site staff development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The SSC and Board of Trustees review and approve the site staff development plan.

Substitute Teachers

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Web site. Library facts and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	2.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

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

Student Study Team also supports teachers and students. A full-time registered nurse is available to students in the district, and the health office is staffed with a health technician for six hours per day.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. These programs include small group counseling; crisis counseling; parent education evenings; effective classroom instruction; training for teachers, aides, parents, and community; and special education outreach to all community preschools. The District operates fee-based afterschool child care and enrichment classes for working parents.

Our unique design accommodates such special programs as music, art, library, computer lab, and science lab. We offer instrumental music to fourth through sixth graders in small group lessons and band and chorus twice a week. Over 200 parent volunteers assist our teachers in providing individual support for each child. We also have over 30 child development majors and student teachers from local universities and high schools help us in the classroom.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented Education (GATE). Our school has 89 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 64 students who qualify for these special education programs.

Approximately 10 percent of our students receive special education services.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English learners into regular classes as soon as possible.

Students who are English learners are provided with learning activities that are consistent with local, state, and federal mandates.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those textbooks covered the California Content Standards.

RESOURCES

Buildings

Our daytime custodian and evening custodian clean the school regularly. District personnel provide maintenance and landscaping upkeep. Maintenance and custodial staff maintain the rest rooms and keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Our school includes 23 buildings, of which eight are portables. On an average day, 803 students and staff occupy these buildings, taking up 82 percent of our capacity.

The bathrooms in our school contain 48 toilets, all of which were in good working order when we surveyed the building. More information about the condition and cleanliness of bathrooms can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the condition of our school buildings are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page survey form used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 85 computers available for student use, which means that, on average, there is one computer for every nine students. There are 47 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	9	5	5
Internet-connected classrooms	47	32	29

SOURCE: CBEDS census of October 2005. County and state averages represent elementary schools only.

Parent Involvement

Torrey Hills School strongly supports community involvement. Parents are welcome to participate in their child's education by serving as volunteers in the school. They can also join the SSC, an advisory group composed of parents and staff that meets monthly to provide opportunities for community input on school programs. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students.

For more information on additional involvement opportunities, please contact Gary Wilson at (858) 481-4266.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$27,900,811	N/A	N/A
Expenses per student	\$7,829	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,189,983	N/A	N/A
Expenses per student	\$7,378	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,829 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$27,900,811. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the Ed-Data Partnership's Web site.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$35,764	\$37,797
Midrange teacher's salary	\$64,594	\$57,601
Highest-paid teacher's salary	\$79,258	\$71,233
Average principal's salary (elementary school)	\$94,221	\$88,676
Superintendent's salary	\$158,111	\$127,179
Percentage of budget for teachers' salaries	48%	42%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Our PTA, the Dad's Club, the SSC, and the Del Mar Schools Education Foundation provide special field trips and guest appearances here at school to support and enhance our rich academic programs. Local businesses support students and programs through monthly fund-raising events at local restaurants and by sponsoring Employee of the Month Awards.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our school's expenditures, along with the average salaries of our teachers. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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June 18, 2007

To: Board Members

From: Tom Bishop

Subject: Del Mar Heights Road Maintenance Assessment District

Staff has attached a May 25, 2007 newspaper article in the Del Mar Times written by Jim Kerr that provides considerable information about the possible formation of a new City of San Diego Maintenance Assessment District (MAD) for Del Mar Heights Road between Mango Drive and Camino Del Mar.

The City of San Diego has included two DMUSD properties (Del Mar Heights School and Del Mar Hills Academy) in the proposed new Maintenance Assessment District (see attached map). If approved by a majority of the 1,793 property owners, the new Del Mar Heights Maintenance Assessment District will collect an average of \$22.90 per year per property to pay for City of San Diego landscaping in the new \$2.3 million median on Del Mar Heights Road between Mango Drive and Camino Del Mar. The City of San Diego plans to construct the \$2.3 million median at some point, but currently lacks the funds to move forward with construction.

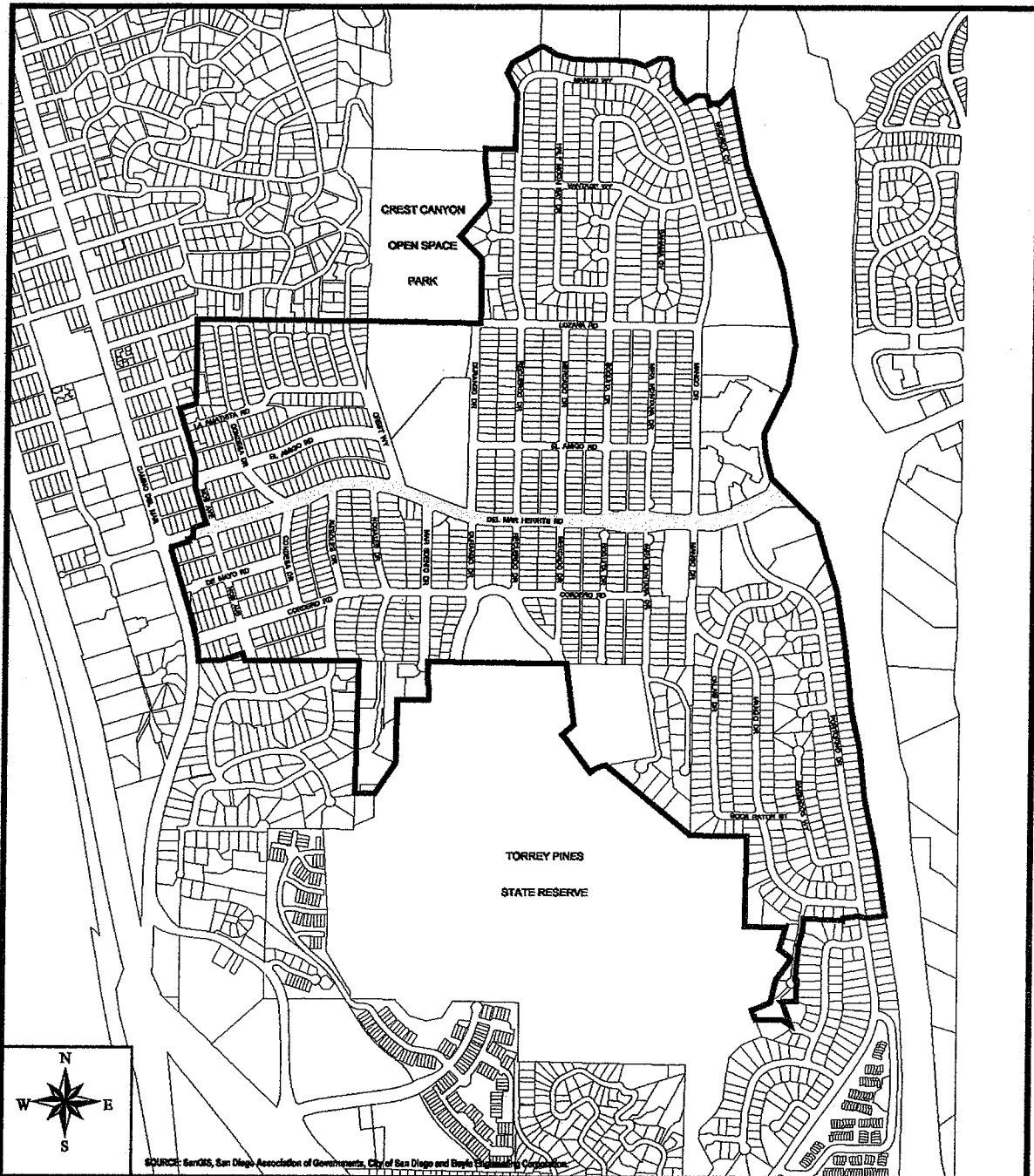
Because the combined acreage at the Hills and Heights is much greater than the average homeowner property in the new MAD, the District will be required to immediately pay \$801.50 to the City of San Diego for the District's 07/08 MAD assessment. (Del Mar Heights' current MAD assessment will be \$438.96, while Del Mar Hills' MAD assessment will be \$387.04.) The District's second assessment on both DMUSD properties will not be made until the new median is constructed and the City of San Diego landscaping has been installed in the median. Once the landscaping has been installed, the District will be assessed the \$826.00 fee each year indefinitely to help the City of San Diego maintain the landscaping. If a majority of the 1,793 property owners approve the new MAD, the combined annual revenue from the entire MAD will be \$51,034. The annual MAD fee can be adjusted upward by 3% each year.

Attached are photocopies of campaign materials from both supporters and opponents of the new MAD, and information from the City of San Diego. It is probable that supporters and opponents of the new MAD may fill out blue slips at tonight's meeting before the Board takes action to support or oppose the creation of the new MAD.

The Board can take action to vote in favor of the establishment of new MAD or the Board could vote against the establishment of the new MAD, or take no position.

Staff is concerned about the annual transfer of over \$800 from the District's budget for a road construction project that does not align with the District's mission. Staff believes that the City of San Diego has the responsibility to fund landscaping projects on Del Mar Heights Road, not DMUSD students and taxpayers. Staff also believes that the Board of Trustees has fiscal responsibility to spend DMUSD resources to support the District's mission.

The deadline for the Board to determine whether it wants to support or oppose the establishment of the new MAD is July 9. Since the next school board meeting will take place on July 25, it is appropriate for the Board to take action on the possible establishment of the new MAD at tonight's meeting.



SOURCE: SanGIS, San Diego Association of Governments, City of San Diego and Boyle Engineering Corporation

BOUNDARY MAP

FILED IN THE OFFICE OF THE CITY CLERK OF THE CITY OF SAN DIEGO, STATE OF CALIFORNIA, THIS ____ DAY OF _____, 2006.

ELIZABETH MALAND, CITY CLERK
CITY OF SAN DIEGO
STATE OF CALIFORNIA

PREPARED BY:
BOYLE ENGINEERING CORPORATION
7887 Conway Court, Suite 200, San Diego, California 92111 (619) 596-5000

I HEREBY CERTIFY THAT THE WITHIN MAP SHOWING PROPOSED BOUNDARIES OF THE DEL MAR HEIGHTS MAINTENANCE ASSESSMENT DISTRICT, CITY OF SAN DIEGO, STATE OF CALIFORNIA, WAS APPROVED BY THE CITY COUNCIL AT A REGULAR MEETING THEREOF, HELD ON THE ____ DAY OF _____, 2006, BY ITS RESOLUTION NO. _____.

ELIZABETH MALAND, CITY CLERK
CITY OF SAN DIEGO
STATE OF CALIFORNIA

AN ASSESSMENT WAS LEVIED BY THE CITY COUNCIL OF THE CITY OF SAN DIEGO ON THE LOTS, PIECES, AND PARCELS OF LAND SHOWN ON THIS ASSESSMENT DIAGRAM. SAID ASSESSMENT WAS LEVIED ON THE ____ DAY OF _____, 2006. SAID ASSESSMENT DIAGRAM AND THE ASSESSMENT ROLL WERE RECORDED IN THE OFFICE OF THE SUPERINTENDENT OF STREETS OF THE CITY OF SAN DIEGO, STATE OF CALIFORNIA ON THE ____ DAY OF _____, 2006. REFERENCE IS MADE TO THE ASSESSMENT ROLL RECORDED IN THE OFFICE OF THE SUPERINTENDENT OF STREETS FOR THE EXACT AMOUNT OF EACH ASSESSMENT LEVIED AGAINST EACH PARCEL OF LAND SHOWN ON THIS ASSESSMENT DIAGRAM.

NOTE: FOR A DETAILED DESCRIPTION OF THE LINES AND DIMENSIONS OF LOTS OR PARCELS SHOWN ON THIS MAP, REFER TO THE COUNTY ASSESSOR'S MAPS WHICH SHALL GOVERN WITH RESPECT TO ALL DETAILS CONCERNING THE LINES AND DIMENSIONS OF SUCH LOTS OR PARCELS.

LEGEND:
— District Boundary
— Parcel Line
— Improvement Area

NOTE: REFER TO THE ENGINEER'S REPORT AND REFERENCED DOCUMENTS FOR LOCATION AND TYPE OF IMPROVEMENTS.



**CITY OF
SAN DIEGO**

DEL MAR HEIGHTS MAINTENANCE ASSESSMENT DISTRICT

W.O. DATE: MAY 2006 REV:

Heights residents to decide median question

By Jim Kerr

Although it remains uncertain due to funding issues when a long-planned Del Mar Heights Road median project actually will commence, the balloting process for the creation of a maintenance assessment district, or MAD, to pay for landscaping the median is moving forward.

A resolution of intention to start the balloting process for the assessment district was approved by the San Diego City Council on May 14.

The median project has been in some stage of planning since 1996, when the San Diego City Council and state Coastal Commission placed the project in the planning area's community plan.

In 2001, property owners with the support of the Torrey Pines Community Planning Board petitioned the city of San Diego to form a MAD to fund landscaping the median, which was originally proposed to be of the simple stamped concrete variety.

At the request of the city, the planning board performed a door-to-door poll of residents in the proposed assessment district, which falls within the area bounded by the Crest Canyon Open Space Park to the north, Torrey Pines State Reserve to the south, the city of Del Mar to the west and Interstate 5 to the east.

That, now, six-year-old poll indicated majority support for a landscaped median down the middle of the much-used roadway. The project remained somewhat dormant until July of last year, when the planning board conceptually approved the formation of a maintenance assessment district while choosing the least expensive of 16 assessment options for inclusion on a ballot to be mailed to 1,793 homeowners. With the recent council go-ahead, that ballot will be mailed out today (May 25) and commence a 45-day balloting period.

If approved by a weighted majority, each homeowner — city of Del Mar residents will not participate — would be assessed an initial \$22.90, shown as a line item on their property tax, and then assessed that same amount annually when the project is completed. The assessments would be allowed to increase to a factor not to exceed San Diego's consumer price index plus 3 percent, with any increase above that, needing another ballot approval.

Despite a \$2.3 million funding deficit to build the median in any form, San Diego City Council President Scott Peters has pledged to seek adequate funding for the project and has said efforts are more likely to succeed if he can point to community support through the formation of the assessment district.

That support will not come from two Heights area residents, Drs. Tom Sherman and Mary Rose Consiglio.

The couple has become outspoken critics of the assessment district, speaking against it at the recent City Council meeting and establishing a Web site, MADenough.com.

They have several beefs with the formation of the assessment district, including what they characterize as a lack of communication and proper noticing by the planning board, the ability of a cash-strapped city properly to maintain the median, and, on principal, the notion of additional taxation on already high property tax bills, and an allowance for the assessments to increase in the future.

"When you establish a MAD," said Consiglio, "you establish a tax district."

As they did recently in Del Mar over aspects of an increase to the city's clean

Del Mar
Times

5/25/07 to
5/31/07

page 1 of 2

water fee, the Howard Jarvis Taxpayers Association has chimed in on the MAD proposal.

In a letter forwarded by Consiglio and Sherman to this newspaper, Timothy Bittle, Jarvis' director of legal affairs, said the proposed assessment district does not provide the assessed parcels a "special benefit" as defined in the voter-approved Proposition 218.

"Proposition 218 requires the city to 'separate the general benefits from the special benefits conferred on a parcel,'" said Bittle in the letter. "Del Mar Heights is the main road between the city of Del Mar and Interstate 5. Del Mar Heights Road is said in the engineer's report to be 'one of the area's major transit corridors'...Assigning 100 percent of this assessment to the local residents based on their trip generation without assigning and 'general benefit to the motoring public based on the

number of its trips is arbitrary at best."

At the Torrey Pines Planning Board meeting of May 10, board vice-chair Don Billings took issue with Consiglio and Sherman's stance.

"It's not about a landscaped median,"

Billings said, "it's about some political philosophy. 'We've reached out and they've refused to participate in a dialogue.'"

While details of the median project continue to be hashed out, the issue of safety on the much-used Del Mar Heights Road also has been raised.

Those concerns have long centered on speed and visibility issues and motorists merging from side streets onto the road or crossing from one side to another. The problems are exacerbated during prime commute times, especially with the area's two main elementary schools, Del Mar Hills and Del Mar Heights located on each side of the road.

Planning board chair Mort Printz said at the planning board meeting that the concrete median could help in calming speed on the road, but could also cause a hazard with pedestrians trying to cross to a non-landscaped median to get to the other side of the road.

"There's no way someone can cross Del Mar Heights safely," said Printz.

"It's not just speed," he added, "it's the ability of the community to enter with cross traffic going on. Mango to Crest is very dangerous."

According to Channele Hawken of Peters' office, San Diego's traffic engineers will be examining safety issues on Del Mar Heights in the next month, looking at volume and speed and the idea of installing traffic calming measures. Hawken said a distinct possibility could be a so-called V-calming sign, a solar-powered device that indicates speed and tells motorists to slow down if they are driving above the posted speed limit.

page 2 of 2

What do the assessments pay for?

What is to be funded by the proposed assessments is the annual maintenance of various landscaped and hardscaped improvements on the proposed Del Mar Heights Rd. corridor, including the proposed median along with curbs and gutters within the District. Maintenance activities include sweeping, weeding, removal of debris, mulching, replanting, pruning, seasonal plantings, irrigation system inspection and repair.

If the MAD is approved, when do payments begin?

There will be a first year assessment of \$22.90 to pay the city for the balloting and Assessment Engineer's Report. No additional assessments will be levied until the landscaped median project is complete and accepted by the City.

Can the assessments be increased?

Indexing assessments annually to a factor not to exceed the San Diego Consumer Price Index (SDCPI) plus 3% allows for normal increases in maintenance costs. Any increase beyond the SDCPI plus 3% will require a ballot passed by a majority of voting property owners.

What control do property owners have over the assessments and the MAD?

Property owners can petition the city at any time for a re-ballot to vote to discontinue the assessments. Were property owners to vote to end the district, all improvements to the median would be removed as funding for the "special benefit" would have been ended by the vote.

How is voting for the MAD conducted?

A 45 day balloting period is expected to start mid-May. Ballots will be mailed to all property owners in the MAD. If a majority of the returned ballots supports the MAD, the City Council will vote to form the MAD in accordance with state law.

If the vote to create a MAD fails, will the median still be built?

The median has been a recommendation of the community plan since the mid-1990s. The City of San Diego may eventually build a median along Del Mar Heights Road. However, funding is presently insufficient for a raised or stamped concrete median and such an improvement is a low priority in terms of future State and local transportation funding.

What is the role of the Torrey Pines Community Planning Board in the MAD?

The TPCPB is providing information to property owners so they can make an informed decision about the MAD. THE TPCPB endorsed the 1995 community plan many times over the years. The TPCPB also endorsed formation of this MAD at its October 12, 2006 meeting following a presentation by Council President Peters.

How can I get involved?

There is a citizen's committee that is working with the city to give it input on the MAD and the median. If you would like to get involved, contact Bob Lewis at 858-481-1331 (rlewis16@san.rr.com) or Faye Detsky-Weil at 858-481-4036 (fdw@san.rr.com).

Del Mar Heights Road Maintenance Assessment District (MAD)

We hope the following questions will help clear up some of the confusion about the proposed MAD.

Frequently Asked Questions

Where did the idea for a MAD come from?

Property owners in Del Mar Heights petitioned the City of San Diego in 2001 to form a MAD to fund the maintenance of proposed landscaped and hardscaped improvements for a median along the Del Mar Heights Road corridor. The Del Mar Heights Landscaped Median project petition was circulated and signed by hundreds of area property owners. The petition was endorsed by the Torrey Pines Community Planning Board (TPCPB).

What is a MAD?

MAD is an acronym for Maintenance Assessment District. State law allows property owners to assess themselves to pay for the cost of maintaining improvements, such as the landscaping in a raised road median. This type of improvement is called a "special benefit" by the City and is above the standard provided by the City (typically painted asphalt as exists today). If the MAD is formed, the City will contribute to the MAD the cost of maintenance equivalent to the "general benefit". In this manner property owners are not disadvantaged by their choice to assess themselves. Maintenance Assessment Districts can be found throughout San Diego.

What are the boundaries of the MAD?

The MAD district falls within the area bounded by Crest Canyon Open Space Park to the North, Torrey Pines State Reserve to the south, the City of Del Mar to the west and Interstate 5 to the east, including those parcels that receive direct or indirect access from the proposed improvements to Del Mar Heights Road.

Is there money to build the median now?

Currently there is a \$2,300,000 funding deficit to build the median. San Diego Council President Scott Peters has pledged to seek adequate funding to build the project. His efforts are more likely to succeed if he can point to community support through the formation of the MAD.

What is the estimated annual assessment and how is it paid?

The estimated annual assessment per property owner is \$22.90 and is paid as a line item on your property tax bill.

City of S.D.
Plan A...

This document was written
by City of San Diego



Assessment Engineer's Report

DEL MAR HEIGHTS MAINTENANCE ASSESSMENT DISTRICT

**Fiscal Year 2007 Assessments
and Maximum Authorized Annual Assessments**

under the provisions of the

**San Diego Maintenance Assessment District Ordinance
of the San Diego Municipal Code**

and

**Landscaping & Lighting Act of 1972
of the California Streets & Highways Code**

Prepared For

City of San Diego, California

Prepared By

Boyle Engineering Corporation

**7807 Convoy Court, Suite 200
San Diego, CA 92111
(858) 268-8080**

May 2006

**EXHIBIT B - Estimated Annual Budget
Del Mar Heights Maintenance Assessment District**

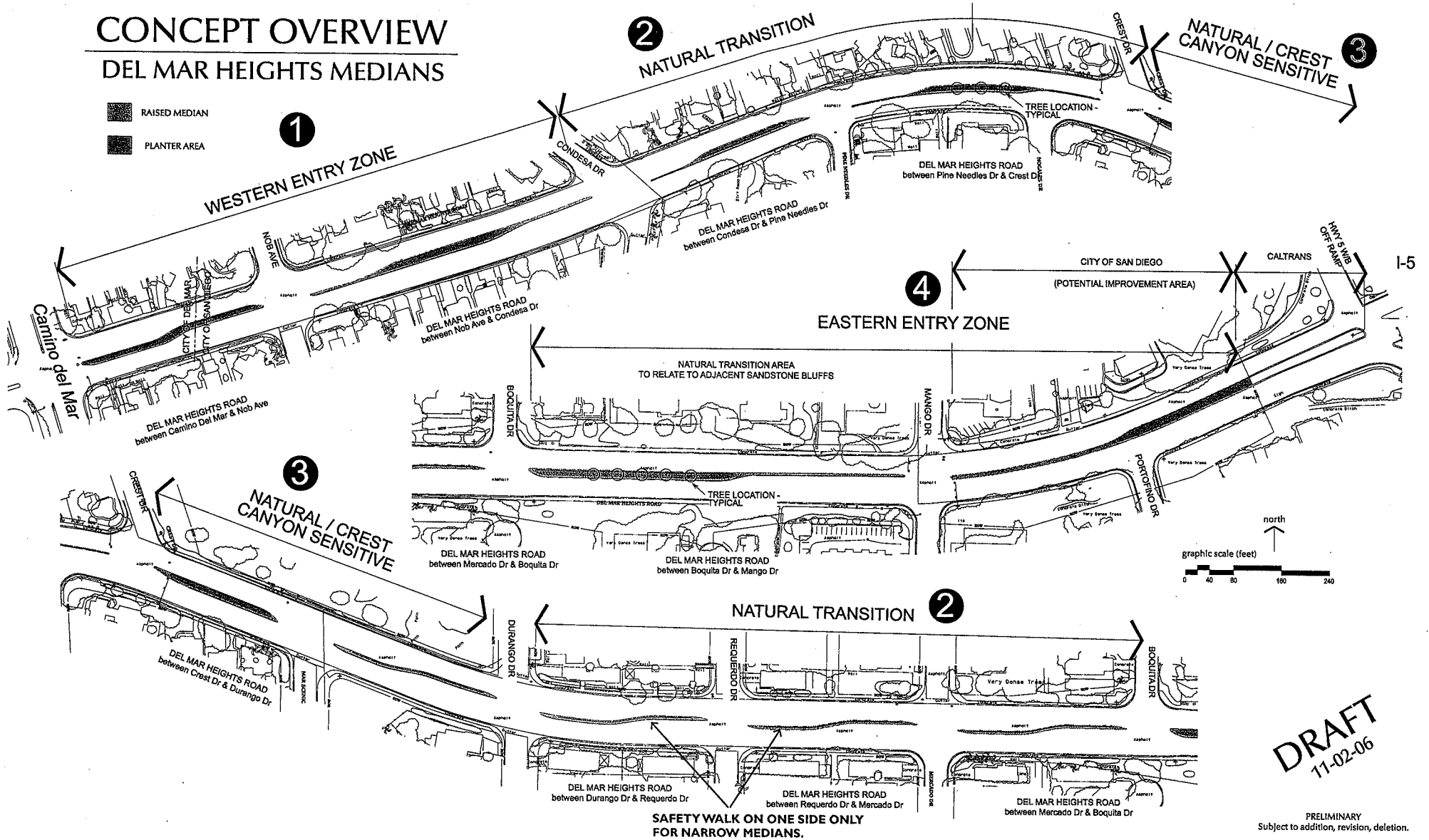
	FY 2007 ⁽¹⁾	Maximum Authorized ⁽²⁾
EXPENSES		
Personnel	\$1,500	\$4,505
Landscape Contract	\$8,712	\$34,177
Incidentals	\$525	\$1,847
Administration	\$3,000	\$3,686
Utilities (energy, water utilities & storm drain fee)	\$0	\$719
Repayment to MAD Formation Fund (one-time expense)	\$30,000	\$0
TOTAL EXPENSES	\$43,737	\$44,934
REVENUES		
Assessments	\$51,034	\$52,590
City Contributions - Gas Tax	\$5,824	\$5,824
TOTAL REVENUES	\$56,858	\$58,414
FUND BALANCE (Carryover & Reserve)		
Allocated Reserve/Carryover (20% of operating budget)	\$8,747	\$8,987
Required Minimum Reserve (10% of operating budget)	\$4,374	\$4,493
TOTAL FUND BALANCE	\$13,121	\$13,480

(1) FY 2007 is the City's Fiscal Year 2007, which begins July 1, 2006 and ends June 30, 2007.

(2) Maximum authorized annual assessment subject to cost-indexing provisions contained in Assessment Engineer's Report.

CONCEPT OVERVIEW DEL MAR HEIGHTS MEDIANS

RAISED MEDIAN
PLANTER AREA



SAFETY WALK ON ONE SIDE ONLY
FOR NARROW MEDIANS.

DRAFT
11-02-06

PRELIMINARY
Subject to addition, revision, deletion.

Vote ☒ **YES** to form the Del Mar Heights Road
Maintenance Assessment District

232

Property owners in Del Mar Heights submitted a petition to the City in 2001 to initiate the process for forming a Maintenance Assessment District (MAD) to provide for the maintenance of landscaped medians along Del Mar Heights Road. Property owners overwhelmingly supported the petition to improve the appearance of the road, preferring a landscaped median over concrete. We are now at the final stage of the process ... the balloting to form the MAD.

Why Form a MAD?

If we form the MAD, Del Mar Heights Road gets beautiful landscaping for the raised medians. If we don't, we get only concrete. **The City has agreed to build the project with landscaping, if we simply agree to maintain the median enhancements through an annual assessment.**



Vote ☒ **YES for MAD**
= LANDSCAPING

Vote **NO for MAD**
= CONCRETE

How Much Will It Cost? The first year assessment for homeowners is \$22.90 per year. This first assessment will pay for the cost of forming the MAD. Property owners will not be assessed after that until the project is complete or near completion. Full project funding has yet to be secured and may be years away.

When Will Assessments Begin? The first assessment will appear on the next property tax bill. Future assessments to maintain the landscaping will not start until the project is completed or near completion.

What if I Don't Support the MAD? The City of San Diego has plans to build **OUR** median with or without landscaping. A no vote will result in concrete medians without landscaping.

Vote ☒ **YES** to form the Del Mar Heights Road
Maintenance Assessment District

For additional facts, log on to www.torreypinescommunity.org.

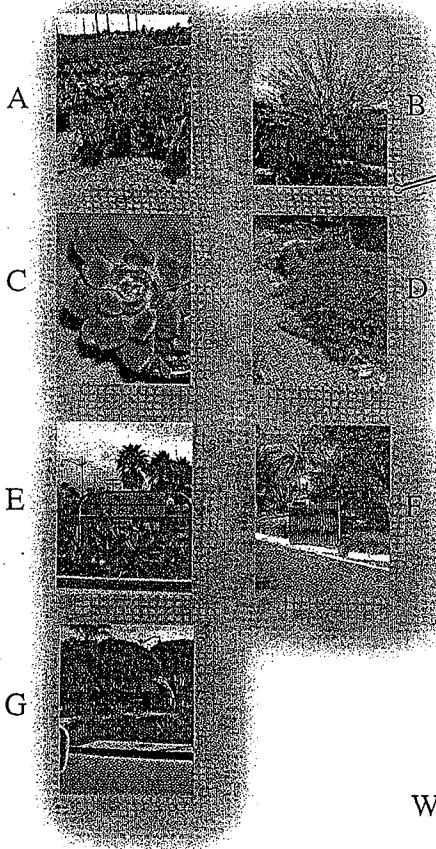
This statement was not paid for utilizing City of San Diego funds. The City of San Diego and its staff representatives do not certify the accuracy or support or oppose the content of the statement. The City of San Diego does not support or oppose the levy of the assessment.

Printing services donated by Del Mar Blue Print

1

WESTERN ENTRY ZONE

- A. Hemerocallis Spp. / Hybrid Daylily (orange)
- B. Parkinsonia 'Desert Museum' / Desert Museum Palo Verde
- C. Echeveria
- D. Baccharis pilularis "Pigeon Point / Dwarf Coyote Bush
- E. Agave attenuata / Blue Agave
- F. Carex Spp.
- G. Carrisa thompsonii / Dwarf Natal Plum



A

B

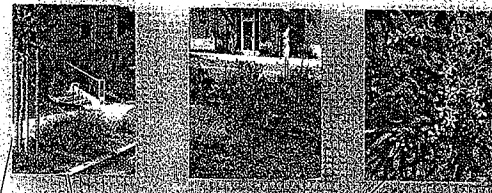
C



3 STREET CANYON

NATURAL AREA (adjacent)

- A. Eriogonum grandrubescens / Red Buckwheat
- B. Lotus scoparius / Deer Weed
- C. Eriogonum 'glacus' & 'wayne rodrick' / Seaside Daisy
- D. Eriogonum fasciculatum / Buckwheat
- E. Muhlenbergia rigens / Deergrass
- F. Mimulus auranticus / Sticky Monkey Flower
- G. Dudleya edulus / Dudleya



4

EASTERN ENTRY ZONE

- A. Hemerocallis Spp. / Hybrid Daylily (orange)
- B. Parkinsonia 'Desert Museum' / Desert Museum Palo Verde
- C. Pinus Torreyana / Torrey Pine (possible consideration)
- D. Echeveria Spp.
- E. Baccharis pilularis "Pigeon Point / Dwarf Coyote Bush
- F. Agave attenuata / Blue Agave
- G. Carex Spp.

A

B

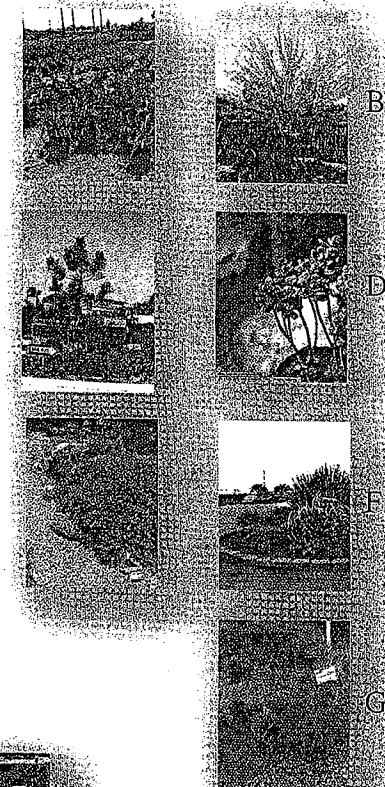
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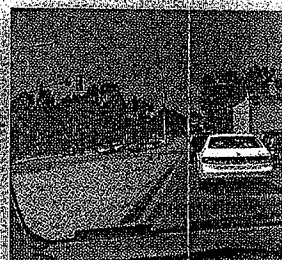
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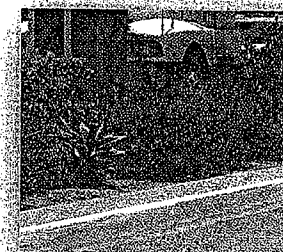
2

NATURAL TRANSITION

- Eriogonum grandrubescens / Red Buckwheat
- Parkinsonia aculeata / Mexican Palo Verde
- Dudleya hassea / Santa Catalina Dudleya
- Lotus scoparius / Deer Weed
- Eriogonum 'glacus' & 'wayne rodrick' / Seaside Daisy
- Eriogonum fasciculatum / Buckwheat
- Muhlenbergia capillaris / Deergrass
- Agave attenuata / Blue Agave
- Carex Spp.
- Baccharis pilularis "Pigeon Point / Dwarf Coyote Bush



WITHOUT MAINTENANCE
DISTRICT



WITH MAINTENANCE
DISTRICT

PLANTING CONCEPT

DEL MAR HEIGHTS MEDIANS

PRELIMINARY
SUBJECT TO ADDITIONS,
DELETIONS, AND REVISION

VOTE "NO" OR YOUR PROPERTY TAXES WILL INCREASE

Vote "NO" to establishing a taxing district on your property tax, known as a Maintenance Assessment District (MAD). The TP Planning Board likened this to establishing a homeowner's association at their April meeting.

This MAD Assessment tax totals approx. \$52,590.00 per year for plant maintenance on a narrow median. Then it will INCREASE automatically every year by the SDCPI (which was 3.4 % in 2006) PLUS 3 % without a further vote.

According to the Assessor's Report for this Project, this proposed assessment "is not limited to this project and may be used to construct and/or maintain ADDITIONAL improvements of like character and nature within the District". Additionally, other "incidental costs can be ADDED to this assessment" without further vote.

If this MAD passes, the Community is obligated to REPAY the upfront costs the City paid for balloting, engineering reports, public hearings, etc. estimated to be around \$30,000.00 or more IN ADDITION to the assessment tax.

Currently the City is at a 2.3 million dollar funding deficit to build a "raised" median, which they are obligated to provide without any additional tax to you. Why should we agree to tax ourselves for plant maintenance when the City does not even have the money for basics?

Del Mar Heights Road is a main thoroughfare, not a village street. Why should a small group of homeowners foot the bill for landscape maintenance on a thoroughfare used by thousands of other citizens?

A "planted" median, maintained by this MAD tax, would further obstruct a driver's view of oncoming cross traffic when pulling out onto Del Mar Heights Road from side streets – an already dangerous maneuver.

Creating a MAD is not really about plants. It is about opening the door to more and larger tax "assessments" in the future. We should not be charged additionally, for services that should be paid for out of all the property taxes we already pay.

VOTE "NO" ON THE DEL MAR MEDIAN MAD.

FOR MORE INFORMATION GO TO www.MADenoughyet.com

This statement was not paid for utilizing City of San Diego funds.

The City of San Diego and its staff representatives do not certify the accuracy or support or oppose the content of the Statement. The City of San Diego does not support or oppose the levy of the assessment.

Landscaping in Del Mar Heights will pay off for all

FAYE DETSKY-WEIL

Don't be fooled by a couple of people who appear to espouse an extreme, anti-taxpaying agenda rather than what is good for the community. Drs. Mary Rose Consiglio and Tom Sherman would like you to believe there is little support for forming a Maintenance Assessment District, or MAD, in our community ("DM median fee will raise taxes," Community Forum, April 10). Based on my experiences communicating with hundreds of our residents over the past 10 years, there is extensive support for landscaping the median and forming the MAD. Mary Rose and Tom want to compare an assessment with taxation, but they are two totally different things. Our taxes are for general pur-

COMMUNITY FORUM

poses, while this MAD has one specific purpose — to maintain median landscaping for the people who live in this community. In addition, property owners can vote to end the MAD at some point. The landscaping provides both beautification of our community and should calm traffic.

Most residents I have spoken with prefer plants over ugly concrete. It's that simple. Further, we are talking \$22.90 per parcel *per year* to beautify, and possibly improve the safety of, a major thoroughfare in our community.

A landscaped median will not solve all our traffic safety issues, but it can help, according to studies and city staff. As Richard Leja, former senior engineer for the city of San Diego, wrote in a May 18 e-mail: "Medians provide a defi-

nite safety benefit for roads like Del Mar Heights. Due to the larger volumes and higher speeds, medians bring a benefit by preventing or reducing unsafe maneuvers like mid-block U-turns and driver drift due to inattention. This is why new roads with a Major Street classification like Del Mar Heights are required to construct medians and is the main reason for our current CIP (Capital Improvement Project). We are actually bringing this road up to standards by installing a median. For those that are landscaped, there is also a moderate traffic calming effect that is realized." Similar information can be found in various traffic studies.

Since school busing was discontinued, there is more traffic, and more students walk to school. I hope that we will realize the traffic calming effect

and, along with other safety measures, we can make walking to school a safer activity.

A concrete median along the entire Del Mar Heights Road would surely lower home values in the community. Establishing a MAD provides us the opportunity to landscape the median, thus beautifying our community, raising property values and helping to slow down traffic.

Please join me in voting Yes for the formation of the MAD. I trust that you will visit the Torrey Pines Community Planning Board's Web site (<http://www.torreypinescommunity.org>), attend our meetings, and become more involved in planning for our community.

Del Mar Heights resident **Faye Detsky-Weil** is the immediate past chair of the Torrey Pines Community Planning Board.

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: 2008/2009 Board Policy Regarding Enrichment Funding

One of the Board's top policy decisions during the next few months will be to decide if the Board will continue its policy of allowing sites to raise funds to purchase enrichment teachers above the District allocation of enrichment teachers for the 08/09 school year.

Objective 25 of the District's draft 07/08 Goals and Objectives addressed the need for the Board to establish a timeline to make its decision regarding 08/09 fundraising policy.

Mr. Bob Gans, the new DMSEF President, has asked the Board to make its policy decision regarding the 08/09 fundraising rules as soon as possible. (See Mr. Gans correspondence in this Board packet.)

In addition to establishing a timeline to make a decision regarding 08/09 fundraising, the Board may want to think about a process that the Board may wish to use to make its decision.

In Objective 25, staff suggests that it may be advisable for the Board to assemble a new "study team" to look at all parts of the 08/09 policy decision regarding fundraising and ask the "study team" for its best advice/recommendation. This study process is educational for both the Board and the community and a study committee may develop a unique answer to the policy question. A new study team might be composed of ten members---one member from each school site, one DMUSD Director, and one board member. The one member from each site needs representation from one PTA President, one DMSEF Board member, one principal, one teacher, one classified employee (probably an office Administrative Assist.) and two other members. This study team could easily be expanded to 15 members, but all stakeholders must be represented in the mix.

If the Board has an interest in developing a study team, the actual composition of the proposed study team could be brought back to the July 25 Board meeting.

Currently fundraising efforts consume considerable time for PTA leaders, site principals, DMSEF Board members, teachers, and parents. By having a "study team" review all aspects of the fundraising status quo early in the 07/08 school year, a study team could advise the Board of its recommendation by November 2008. The Board could make its 08/09 decision by the December 2008 Board meeting. If a final Board decision is to allow sites to purchase additional enrichment staffing beyond the regular DMUSD enrichment staffing formula, and that decision was made by December 2008, then fundraisers could have until June 2008 to raise the funds necessary for 08/09 enrichment.

Some sample factors/concepts for Board members and study team to consider:

- How does large-scale fundraising impact principal time and student achievement?
- How does large-scale fundraising impact parent support for the school/District?
- Does a policy of using "soft" money to fund teacher positions create frustration and anxiety for teachers that are funded by soft money?
- What risks and benefits are created for the District if the Board determines that sites can purchase enrichment additional staffing for the next five years?
- Does the status quo policy promote a lack of program equity for students?
- How can the fundraising efforts of different fundraisers (PTA, DMSEF) be aligned, coordinated, or consolidated so that there are less fundraising efforts and more fundraising success?
- Is there too much fundraising at individual school sites? (Harris Staff Survey Q)
- What steps can the DMUSD take to help the DMSEF to be successful within the legal guidelines provided by counsel Tina Dyer last spring?
- How much money was raised by all the fundraisers during 06/07? How many different fundraising events occurred during 06/07? How frequent were the fundraisers?
- What are the benefits and drawbacks of having itinerant enrichment teachers provide enrichment instruction?
- Does the current enrichment program use too much instructional time? Should the Board establish limits on the amount of the school day that can be used for enrichment? (The Harris parent survey had a question on this.)
- Other questions to be determined by the Board

Ultimately, the job of the study team is to review recent fundraising history in the DMUSD and all its sites and answer the question, "Should the Board allow sites to

purchase enrichment teachers for 08/09 that exceed the normal enrichment allocation?"

One more concept for the Board to think about: If a study teams comes back to the Board in November with a non-consensus answer, the Board may wish to empower a new advisory team to develop a consensus answer for the Board to consider.

It is also possible that the Board of Trustees may prefer not to employ an advisory team, and that staff can be directed to gather information for the Board to make its decision by the December Board meeting.

It is also conceivable that the topic of DMUSD fundraising and equity might emerge as a major topic or new goal from the new October 4-5 DMUSD Strategic Planning group. Perhaps the Board might want to delay its answer to the 08/09 fundraising policy question until after the Strategic Planning Group has met.

Lastly, a "quick" fundraising decision by the Board tonight that approves only the 08/09 fundraising rules may have a negative impact on various District stakeholders. Before the Board fundraising decision for 08/09 is approved by the Board, it seems appropriate (at a minimum) for the Board to consult with PTA leader, DMSEF leaders, and Principals to discuss and assess different 08/09 fundraising scenarios or options. Some options will be better than others and the Board needs to carefully review its options prior to making any decision. It seems appropriate that the 08/09 options be reviewed by the Board looking at both short term and long term impact. Once the impacts have been reviewed, then the best option can be selected by the Board.

Staff is seeking Board guidance and direction on the topic of 08/09 fundraising.

RECOMMENDED: Informational item only.

June 18, 2007

To: Board Members

From: Tom Bishop

Subject: First Reading, 2007/2008 DMUSD Goals and Objectives

Attached is the first draft of the DMUSD proposed 2007/2008 Goals and Objectives that were developed by the Superintendent and the District's Directors during the past few weeks.

The number of 2007/2008 Objectives was reduced by about 50% from the number of 2006/2007 Objectives.

During tonight's meeting, the Superintendent and Directors are seeking input and guidance from the Board regarding the 2007/2008 Goals and Objectives. After the discussion by the Board, staff will revise the first draft and bring it back for adoption at the July 25 regular Board meeting.

Once the 2007/2008 Goals and Objectives have been approved, the individual objectives are assigned to the appropriate management staff members so that at least one individual is accountable for guiding the objective to completion during the 07/08 school year. In addition, the Board adopted 2007/2008 Goals and Objectives are distributed to all management personnel in the DMUSD so that selected objectives are implemented by management across all sites.

RECOMMENDED: The Superintendent will recommend that the Board approve the District's 2007/2008 Goals and Objectives on July 25, 2007.

7.4

FIRST DRAFT
2007/2008 GOALS AND OBJECTIVES
DEL MAR UNION SCHOOL DISTRICT

GOAL: IMPROVE DISTRICT FACILITIES

Objectives:

1. Complete the construction of Ocean Air School
 - 1.1 Work with the Construction Manager to create "punch list" of items that need to contractor attention after the construction is complete.
 - 1.2 Assign DMUSD staff to complete all required paperwork (DSA, etc) and begin project close-out.
 - 1.3 Schedule Dedication ceremony
 - 1.4 Conduct a post-occupancy survey of Ocean Air staff to identify staff satisfaction with the Ocean Air facility
2. Complete the move-in and occupancy planning process at Ocean Air School so that students and staff experience success on a daily basis throughout the 2007/2008 school year.
 - 2.1 Order the classroom and office furniture for Ocean Air School
 - 2.2 Create a plan to move existing furniture, supplies, and equipment from Torrey Hills (and other District locations) to Ocean Air School.
 - 2.3 Design August 2007 custodial schedule so that Ocean Air furniture, supplies, and equipment is delivered in a timely manner.
3. Develop strategy to maximize revenue from the District's real estate assets and comply with state/federal requirements.
 - 3.1 Upon Board direction, conduct real estate conversations with public benefit corporations that have expressed an interest in purchasing real estate assets.
 - 3.2 Upon Board direction, schedule a real estate auction date to dispose of surplus property, and establish minimum auction price.
 - 3.3 Upon Board direction, auction surplus property to highest qualified bidder that meets minimum price, as per legal statutes.

- 3.4 Upon Board direction, study asset exchange proposals to determine if an asset exchange may provide a long-term benefit to DMUSD students.
- 3.5 Upon Board direction, possibly complete an asset exchange, in compliance with state law.
- 4. Upon Board direction, identify possible locations for the District administration center.
 - 4.1 Board identifies founding source for District Administration center
 - 4.1.1 Board contracts with architect/engineer to study square footage necessary for District Administration Center that effectively meets the needs of staff and students in Business Services, Personnel, Special Education, Superintendent/Board, Technology, Child Care, Maintenance, Custodial, and Food Service.
 - 4.1.2 Board appoints 15-member "District Administration Center Advisory Committee" to study potential locations for the District Administration Center and make an advisory recommendation to the Board of Trustees.
- 5. Identify the permanent location for a merged DMUSD pre-school program that includes the Employee Child Care program (currently housed at 215 9th Street, Del Mar) and the state mandated Special Education Pre-School (currently housed at Sycamore Ridge School)
 - 5.1 Identify funding source that can be used for facility improvements that may be necessary for the merged Pre-School programs.
 - 5.2 Establish construction timeline that complies with local, state, and federal licensing requirements
- 6. Apply for Deferred Maintenance funds from the State Allocation Board
- 7. Inspect all DMUSD facilities for regular and deferred maintenance needs

GOAL: INFUSE TECHNOLOGY THROUGHOUT THE DISTRICT

- 8. Provide Ocean Air School with the same data and phone connectivity as other schools; integrate the Ocean Air School servers with all DMUSD technology programs.
- 9. In order to continue with E-Rate discounts, update the 2002/2003 DMUSD Technology Plan and submit it to DMUSD Board for approval

10. Develop a software program and database that can be used to complete the 2008/2009 student enrollment process in a timely and efficient manner.
11. Develop a five-year budget and schedule that provides for regular replacement of DMUSD servers and technology equipment, including computers in technology labs, classrooms, and offices.
12. Implement the "Infinite Campus" software programs that were piloted by the SDCOE and six SD County school districts (including DMUSD) during 2006/2007.
13. Continue with DMUSD technology practices (repair, replacement, training, badges, telephones, web site maintenance) that promote communication and student achievement.

GOAL: IMPROVE DISTRICT EDUCATIONAL PROGRAM FOR STUDENTS AND PROVIDE STAFF DEVELOPMENT

14. Develop a timeline and strategy that will result in a Board adoption of a new long range Strategic Plan that will further enhance the educational programs for students over the next five years.
 - 14.1 Share the June 2007 Harris Interactive Survey results with all DMUSD stakeholders.
15. Support and deepen the Professional Learning Community philosophy and practices in order to maximize student learning and achievement of the state academic standards.
 - 15.1 Begin a District K-6 vertical team process for identifying the essential standards in the core subject areas of English/Language Arts, History/Social Science, Mathematics and Science.
 - 15.2 Develop PLC orientation plan for all new certificated staff members.
 - 15.3 Develop PLC information for parents that will be posted on the DMUSD web site
 - 15.4 Working with DMCTA, develop an alternative evaluation process for tenured teachers that promotes PLC practices and strategy
 - 15.5 Restructure Board site visitations to include a PLC component and dialogue with staff.
 - 15.6 Use the January 2008 District staff development days to strengthen knowledge of PLC formative assessments and intervention strategies.

- 15.7 On a voluntary basis, pair grade level teams from different sites to work collaborating on selected PLC Wednesdays.
- 15.8 Implement research-based learning strategies that will support PLC.
- 16. Improve the DMUSD English Language Development program to strengthen compliance with state mandates and guidelines.
 - 16.1 Budget funds to adopt new English language Development materials
 - 16.2 Provide ELD training to certificated teachers
 - 16.3 Research different staffing methods to provide ELD leadership districtwide.
- 17. Study possible allocations for the remaining 06/07 state block grant funds, with particular emphasis on Physical Education.
- 18. Upon Board direction, implement a world language immersion program at one or two sites that will commence in August 2008.
 - 18.1 Establish a planning timeline for the Board of Trustees regarding the establishment of a 2008/2009 world language immersion program by January 15, 2008.
 - 18.2 Recruit and hire certificated teachers who are fluent in the world language selected by the Board of Trustees

OTHER GOALS: INCLUDING BUSINESS SERVICES, SAFETY, AND PERSONNEL

- 19. Schedule a special Board workshop during the summer of 2007 to provide the Board with GASB 45 information and requirements
 - 19.1 Build the Board's knowledge of its GASB 45 options during 2007/2008 so that that the Board complies with GASB 45 requirements during the 08/09 fiscal year
- 20. Implement the Board Budget Committee, chaired by Board member Steven McDowell.
 - 20.1 Advertise the vacancies on the Board Budget Committee during September 2007.

- 20.2 Convene the first meeting of the Board Budget Committee during October 2007
- 21. Implement position control improvements designed during 06/07 that provide for effective internal communication between the Business Services Department and Personnel Department.
- 22. Study the cost and benefit of providing parents with "on line" payment options for Food Service purchases.
- 23. Review and update the current DMUSD Emergency Preparedness program at all eight sites.
 - 23.1 Consult with SDCOE emergency preparedness experts and have the SDCOE experts review current DMUSD disaster preparedness programs
 - 23.2 Using expertise from SDCOE emergency preparedness experts, complete the revision of the DMUSD emergency preparedness manual.
 - 23.2.1 Distribute revised DMUSD emergency preparedness manuals in late August 2007.
 - 23.3 Conduct emergency preparedness drills at all seven sites with representatives from San Diego Police and Fire Departments providing input to sites and the District.
- 24. Implement the Board Human Relations Committee, chaired by Board member Katherine White
 - 24.1 Advertise the vacancies on the Board Human Relations Committee during September 2007
 - 24.2 Convene the first meeting of the Board Human Relations Committee during October 2007
- 25. Upon Board approval, establish a timeline for the Board to determine if it will continue the practice of allowing sites to purchase additional enrichment staffing for the 08/09 school year.
 - 25.1 Upon Board approval, seek input from the DMSEF and PTA leadership regarding DMSEF and PTA fundraising timelines and impact.
 - 25.2 Schedule a special board meeting with DMUSD principals so the Board can get direct input from principals regarding impact of fundraising on site instructional programs.

26. Work with DMCTA to develop an alternative evaluation process for tenured teachers that promotes PLC practices and strategy

June 21, 2007

To: Board Members
From: Tom Bishop
Subject: 2nd Reading and Board Approval, Board Bylaws 9000 Series

In the continuing review of Board Policy, *Section 9000 – Board Bylaws* is presented this evening for a second reading and Board approval.

As indicated last month when presented for a first reading, *additions to current policy are identified by language in bold italics*, and ~~*deletions to current policy are identified by bold strikethroughs*~~.

The 9000 Series of Board policy is presented this evening for Board approval with the revisions as presented.

RECOMMENDED: The Superintendent Recommends Approval of Board Policy *Series 9000 – Board Bylaws* as presented.

7.5



**DEL MAR UNION SCHOOL DISTRICT
ARTICLE 9
BYLAWS OF THE BOARD
(Series 9000)**

DEL MAR UNION SCHOOL DISTRICT
ARTICLE 9
BYLAWS OF THE BOARD
(Series 9000)

NOTE: The CSBA comprehensive index/table of contents is widely used by districts throughout the state. It provides a standard index system designed to accommodate future policies/regulations and at the same time provides a table of contents for this manual. This manual contains only those Board Bylaws (BB), administrative regulations (AR) and exhibits (E) in the right-hand column.

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9000: ROLE OF THE BOARD

The Governing Board is elected by the community to provide leadership and citizen oversight of the district's *schools*. *The Board shall ensure that the district is responsive to the values, beliefs and priorities of the community.*

The Board shall work with the Superintendent to fulfill its major ~~roles~~ *responsibilities*, which include:

1. Establish a long-term vision for the district.
2. Establish and maintain a basic organizational structure for the district, including selection of the Superintendent, adoption of policies, curriculum, the budget and the collective bargaining agreement.
3. Establish accountability to the local community, including personnel, programmatic and fiscal accountability, and serve as a judicial and appeals body as needed.
4. Providing community leadership and advocacy at the local, state and national levels on behalf of children, district programs and public education.

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Delegation of Authority

The Superintendent shall follow all policies, regulations and statutes in carrying out his/her duties as delegated by the Board and operate with integrity, high ethical standards and best business practices. The Board can, at any time, revoke all or part of the authorities delegated to the Superintendent.

The Superintendent shall develop rules and regulations for the administration of the district consistent with adopted Board Policy.

The Superintendent shall be the chief executive officer of the district. The Board *hereby* delegates to the Superintendent all administrative authority within its power with the exception of the Superintendent's ~~and his/her direct reports~~ appointment or dismissal.

Although the Board delegates authority to the Superintendent, the Board itself, is ultimately responsible ~~to the electorate~~ for the efficient and effective conduct of the affairs of the district *and retains all legal authority.*

First Reading, Bylaws of the Governing Board 9000 Series
 Adopted at the Regular Board Meeting on December 8, 1999
 Approved by the Board of Trustees: October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

Limits of Authority

The Board is the unit of authority. Apart from the normal function as part of the unit, the Board member has no individual authority. Individually, the Board member may not commit the district to any policy, act, or expenditure. The Board member cannot do business with the district served, nor should the Board member have an interest in any contract with the school district in general. The Board member does not represent any factional segment of the community but is rather a part of the body which represents and acts for the community as a whole.

No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools.

Strategic Plan

The Board shall set the direction for the district by adopting a strategic plan which defines the district's goals and priorities. The Board shall monitor implementation of the strategic plan and solicit staff and community input as appropriate and conduct periodic reviews.

Superintendent Selection and Evaluation

The Board shall be solely responsible for hiring the Superintendent and ensuring that he/she is the best match for the district based on needed abilities, traits and level of knowledge.

When selecting a new Superintendent, the Board shall ensure a smooth transition period; evaluate the district's current and long-term needs; plan and conduct a process for recruitment, screening and selection; and approve the Superintendent's employment contract. The Board shall regularly evaluate the Superintendent based on an evaluation system and performance objectives established by the Board and Superintendent.

Policy Adoption and Monitoring

The Board shall govern the schools by adopting policies that reflect the Board's goals and the mandates of law. The Board shall establish a clear policy development process through which it may deliberate on issues, identify objectives and courses of action, and review policy decisions.

The Board shall also adopt bylaws that promote cooperative trust and teamwork among its members, give parameters to the Board's operation as a governing body, and ensure that its meetings proceed efficiently and in compliance with law.

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999

Approved by the Board of Trustees: October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

Curriculum Adoption and Program Accountability

While the design and implementation of curriculum is primarily a staff responsibility, the Board's role is to adopt overall educational goals and standards, define the curriculum development process, specify promotion/retention requirements, and ensure compliance with state and federal laws.

To ensure accountability to the community, the Board shall establish a measurable benchmark to assess the effectiveness of the district's educational programs in producing desired student outcomes. Based on these assessments, the Board shall direct the Superintendent or designee to take actions as needed.

Budget, Facilities and Fiscal Accountability

The Board shall adopt a sound, responsible budget that supports district goals and responsibilities.

Recognizing that school facilities are a long-term obligation that impact district budgets, the Board shall also ensure that a plan is in place to address the district's facility needs, including the funding, construction and maintenance of school facilities. The Board shall approve facility sites, funding sources, and architectural and construction contracts. The Board recognizes that it is accountable to the community for its budget and facilities decisions and for the district's fiscal integrity. The Board shall establish accountability systems and processes in order to monitor the district's fiscal health.

Collective Bargaining

In carrying out the collective bargaining process, the *entire* Board shall set goals and guidelines for collective bargaining, maintain communications throughout the process, and adopt the negotiated contract. The Board or its designee is the legal representative of the district in negotiations with employee representatives.

Judicial and Appeals Body

In addition to establishing complaint procedures that ensure due process and facilitate the satisfactory resolution of issues, the Board may convene to serve as a judicial and appeals body in accordance with law, Board policies and negotiated agreements.

Community Leadership

Recognizing that the level of local, state and national support for education impacts the Board's ability to fulfill its responsibilities, the Board shall engage in advocacy on behalf of

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Approved by the Board of Trustees: October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

Board Bylaw 9000

district schools. The Board shall ensure that the district has the capability to respond to emerging and ongoing issues as well as a proactive communication plan for issues that are district priority.

The Board shall also build and maintain community support by actively involving parents/guardians, businesses and other community members in the schools and informing them about district programs, policies and issues.

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)
 12400-12405 Authority to participate in federal programs
 17565-17592 Board duties re property maintenance and control
 33319.5 Implementation of authority of local agencies
 35000 District name
 35010 Control of district; prescription and enforcement of rules
 35020-35046 Officers and agents
 35100-35351 Governing boards, especially:
 35160-35185 Powers and duties
 35291 Rules

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards, November 2000
Maximizing School Board Leadership, 1996

WEB SITES

CSBA: <http://www.csba.org>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9005: GOVERNANCE STANDARDS

Board Responsibility to Community

A Governing Board Member should honor the high responsibility which Board membership demands:

- BY thinking always in terms of “children first.”
- BY understanding that the basic function of the School Board member is “policy making” and not “administrative,” and by accepting the responsibility of learning to intelligently discriminate between these two functions.
- BY accepting the responsibility along with fellow Board members of seeing that the maximum facilities and resources are provided for the proper functioning of the schools.
- BY refusing to “play politics” in either the traditional partisan, or in any petty sense.
- BY representing at all times the entire school community.
- BY accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools.
- BY recognizing responsibility as a state official to seek the improvement of education throughout the state.

A Governing Board Member should meet his/her responsibilities to the community:

- By attempting to appraise fairly both the present and future educational needs of the community.
- BY regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools to the community.
- BY insisting that all school business transactions be on an open, ethical, and above-board basis.
- BY vigorously seeking adequate financial support for the schools.

First Reading, Bylaws of the Governing Board 9000 Series

BB 9200.6 Code of Ethics Adopted by the Board of Trustees • December 8, 1999 (obsolete, replaced by:)

BB 9005 Submitted for 1st Reading by the Board of Trustees: September 27, 2005

BB 9005 Approved by the Board of Trustees: October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

Board Bylaw 9005

- BY refusing to discuss personnel matters or any other confidential business of the Board outside of an official Board meeting.

A Governing Board member should respect relationships with other members of the Board.

- BY recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings.
- BY recognizing that integrity of his/her predecessors and associates, and the merit of their work.
- BY refusing to make statements or promises as to how the member will vote on a matter, which should properly come before the Board as a whole.
- BY making decisions only after all facts bearing on a question have been presented and discussed.
- BY respecting the opinion of others and by graciously conforming to the principle of majority rules.

Board - Superintendent Relationship

A Governing Board member should maintain desirable relations with the Superintendent of schools and staff:

- BY striving to procure, when the vacancy exists, the best professional leader available for the head administrative post.
- BY giving the Superintendent full administrative authority for properly discharging the Superintendent's professional duties, and by also holding the Superintendent responsible.
- BY acting only ~~upon~~ *after receiving the* recommendation of the Superintendent in matters of employment or dismissal of school personnel.
- BY having the Superintendent present at all meetings of the Board except when the Superintendent's contract and salary are under consideration.
- BY referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution.
- BY striving to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the

First Reading, Bylaws of the Governing Board 9000 Series

BB 9200.6 Code of Ethics Adopted by the Board of Trustees • December 8, 1999 (obsolete, replaced by:)

BB 9005 Submitted for 1st Reading by the Board of Trustees: September 27, 2005

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community and discharge their educational functions on a thoroughly professional basis.

- BY presenting personal criticism of any employee directly to the Superintendent in accordance with sound principles of personnel policies and procedures.

The Board has the power of establishing its own procedures (Education Code 35010).

The Board shall provide guides of discretionary action to those agents of the district to whom the Board delegates authority. This right shall be retained solely by the Board. These guides for discretionary action shall constitute the policies governing the operation of the school system.

The formulation and adoption of these written policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the school system. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board shall exercise its management of the schools.

The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

The implementation of policies is an administrative task to be performed by the Superintendent and the Superintendent's staff, who shall be held responsible for the effective administration and supervision of the entire school system.

All actions of the Board shall be taken only in official Board meetings called, scheduled, and conducted according to these bylaws and the statutes of the state.

Legal Reference:

EDUCATION CODE

35010 *Power of governing board to adopt rules for its own governance*

35160 *Board authority to act in any manner not conflicting with law*

35164 *Actions by majority vote*

GOVERNMENT CODE

1090 *Financial interest in contract*

1098 *Disclosure of confidential information*

1125-1129 *Incompatible activities*

54950-54963 *The Ralph M. Brown Act*

87300-87313 *Conflict of interest code*

Management Resources:

First Reading, Bylaws of the Governing Board 9000 Series

BB 9200.6 Code of Ethics Adopted by the Board of Trustees • December 8, 1999 (obsolete, replaced by:)

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*Board Bylaw 9005*CSBA PUBLICATIONS*CSBA Professional Governance Standards, 2000**Maximizing School Board Leadership: Boardsmanship, 1996*WEB SITES*CSBA: www.csba.org**First Reading, Bylaws of the Governing Board 9000 Series**BB 9200.6 Code of Ethics Adopted by the Board of Trustees • December 8, 1999 (obsolete, replaced by:)**BB 9005 Submitted for 1st Reading by the Board of Trustees: September 27, 2005**BB 9005 Approved by the Board of Trustees: October 26, 2005**Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007*

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9010: PUBLIC STATEMENTS

The Governing Board recognizes the rights of Board members to freely express their views and encourages open discussion of issues during the Board meeting. The Board believes that effective Board members have a responsibility to express themselves, whether in agreement or disagreement with the Board majority, in ways that promote the Board's ability to govern the district.

No member of the Board individually will speak for, or in the name of, the total Board unless by explicit direction of the Board. When a Board decision has been reached, all Board members, even those who may have voted against it, will support that decision until amended or rescinded by Board action. ~~Any Board member who may wish to criticize or oppose any specific Board action in the mass media, or by other public means, may do so as a private citizen, but will refrain from doing so when identified as a Board member.~~

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent or other designated representative at the direction of the Board President. No individual Board member shall make public statements in the name of the Board.

When speaking to community groups, the media, or other members of the public, individual Board members should recognize that their statements may be perceived as reflecting their views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as a viewpoint of the Board.

No member of the Board shall release information from a closed session.

Members of the Board may have blogs or web pages associated with the district web site. All the policies, rules and statutes covering Board members shall apply to their district web sites. To avoid possible violations of Board policy Board members may not use the District blog feature from August 1 through November 10 of any year in which there is a school board election.

Office 2004/6/15/07 8:22 AM

Comment: Per T Dyer 5/17 correspondence Board members have First Amendment rights to express their individual viewpoints while identified as a Board member.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

54960 Actions to stop or prevent violation of meeting provisions

Office 2004/6/15/07 8:27 AM

Comment: This paragraph is attempting to keep politics off the blog during an election period.

First Reading, Bylaws of the Governing Board 9000 Series

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9011: DISCLOSURE OF CONFIDENTIAL / PRIVILEGED INFORMATION

Confidential/privileged information shall be released only as allowed by law.

Confidential/privileged information is defined as:

1. Information that is not a public record subject to disclosure under the Public Records Act
2. Information that "by law" may not be disclosed
3. Information that may have a material financial effect on the Governing Board member

The Governing Board holds that information which is produced for or which comes out during closed meetings of the Board concerning subjects which are lawful matters for consideration at closed meetings is privileged information, and shall not be divulged or released by any member of the Board or by any employee of the district, unless and until a majority of the Board members agree to release the information. This is not to permit withholding information about the purpose and subject(s) of the closed session as required for public information under Government Code Section 54957.7. Information from closed sessions shall be released by the Board President or Chair~~man~~ of the meeting in which the closed session is held.

Release of privileged information contrary to the provisions of this bylaw by a member of the Board may result in public censure of the member by a majority vote of the members of the Board.

Release of privileged information by an employee of the district shall be considered by the Board to be unprofessional and/or unethical conduct, and a serious violation of the reasonable regularities of the Board of this district, and shall be grounds for disciplinary action under applicable policies and regulations.

Legal Reference**EDUCATION CODE**

35010 Power of governing board to adopt rules for its own governance

35146 Closed session

EVIDENCE CODE

1040 Privilege for official information

GOVERNMENT CODE

1098 Public officials and employees re confidential information

3549.1 Meeting and negotiating in public educational employment

6250-6270 Inspection of public records

54950-54963 Brown Act, especially:

54956.8 Open meeting laws

54956.9 Closed meeting for pending litigation

54957 Closed session; "employee" defined; exclusion of witnesses

54957.1 Subsequent public report and rollcall vote; employee matters in closed session

54957.5 Public records

54957.6 Closed session; representatives with employee organization

54957.7 Reasons for closed session

54963 Confidential information in closed session

ATTORNEY GENERAL OPINIONS

80 *Ops. Cal. Atty. Gen.* 231 (1997)

Management Resources:**CSBA PUBLICATIONS**

Professional Governance Standards, November 2000

Maximizing School Board Leadership, 1996

WEB SITES

CSBA: <http://www.csba.org>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9100: ORGANIZATION

Annual Organizational Meeting

The Governing Board shall hold an annual organizational meeting within the time limits prescribed by law. (Education Code 35143)

At this meeting the Board shall:

1. Elect a president and a clerk from its members
2. ~~Appoint a secretary to the Board~~
3. Develop a schedule of regular meetings for the year
4. Designate Board representatives
5. *Authorize signatures*

Office 2004 6/20/07 8:35 PM

Comment: Per T.Dyer's May 17
correspondence this should remain as is.

Legal Reference:

EDUCATION CODE

5017 Term of Office

35143 Annual organizational meeting date, and notice

35145 Public meetings

GOVERNMENT CODE

54953 Meetings to be open and public; attendance

ATTORNEY GENERAL OPINIONS

68 Ops.Cal.Atty.Gen. 65 (1985)

59 Ops.Cal.Atty.Gen. 619, 621-622 (1976)

First Reading, Bylaws of the Governing Board 9000 Series

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9110: TERMS OF OFFICE

The Governing Board shall consist of five members elected by the qualified voters of the district, as provided by law.

The term of office for members elected in regular elections shall be four years, commencing on the first Friday in December next succeeding their election. (Education Code 5017)

Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code 5000)

A member whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified by taking the oath of office. (Government Code 1302, 1360; Education Code 5017)

Legal Reference:

EDUCATION CODE

5000-5033 Election of school district board members

35010 Control of district

35012 Board members; number, election and terms

35107 Eligibility

GOVERNMENT CODE

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

1360 Necessity of taking constitutional oath

First Reading, Bylaws of the Governing Board 9000 Series

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**DEL MAR UNION SCHOOL DISTRICT
BYLAWS/ADMINISTRATIVE REGULATIONS OF THE BOARD**

BOARD BYLAW 9121: PRESIDENT

The President shall preside over all Governing Board meetings. He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if it is not clear to every member;
6. Restrict discussion to the question when a motion is before the Board;
7. Rule on parliamentary procedure;
8. Put motions to vote, and state clearly the results of the vote.

The President shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The Board President shall also perform other duties as directed by law, California Department of Education regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. ~~Consult~~ **Work** with the Superintendent or designee ~~on-the to prepare preparation of~~ the Board's agendas;
3. Appoint and disband all committees, subject to Board approval;
4. Call such meetings of the Board, as he/she may deem necessary, giving notice as prescribed by law;

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9110.2

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5. Confer with the Superintendent or designee on crucial matters, which may occur between Board meetings;
6. Be responsible for the orderly conduct of all Board meetings;
7. Share informational mail with other Board Members.

Legal Reference:**EDUCATION CODE***35022 President of the board**35143 Annual organizational meetings; dates and notice***GOVERNMENT CODE***54950-54963 Ralph M. Brown Act***Management Resources:****CSBA PUBLICATIONS***Board Presidents' Handbook, revised 2002**CSBA Professional Governance Standards, 2000**Maximizing School Board Leadership: Boardsmanship, 1996***WEB SITES***CSBA: <http://www.csba.org>*

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9110.2

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9122: SECRETARY

The Superintendent shall act as Secretary to the Governing Board. As Secretary, the Superintendent shall:

1. *Work with the Board president on the creation of the Board's agendas and distribute the Governing Board's agendas. ~~Prepare and distribute the Governing Board's agenda.~~*
2. Prepare and maintain the Board minutes.
3. Maintain and care for all district and Board records and documents.
4. Prepare a tentative calendar for the school year next ensuing for the consideration of the Board at the first regular meeting in December and notify all members of the annual organizational meeting at least 15 days prior to the meeting.
5. Submit to Board Officers and Members the correspondence addressed to them.

Legal Reference:

EDUCATION CODE

35025 Secretary and bookkeeper

35143 Annual organizational meetings; dates and notice

35250 Duty to keep certain records and reports

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9110.4

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9123: CLERK

At the annual organizational meeting, the Governing Board shall elect a Clerk from its own membership.

The duties of the Clerk shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such other records or reports as required by law.
3. Sign the minutes of the Board meetings following their approval.
4. Sign documents as directed by the Board on behalf of the district, and sign all other items, which require the signature of the Clerk.
5. Serve as presiding officer in the absence of the President.
6. Perform any other duties assigned by the Board.

Legal Reference:

EDUCATION CODE

17593 Repair and supervision of property (duty of district clerk)
 35038 Appointment of clerk by county superintendent of schools
 35039 Dismissal of clerk
 35121 Appointment of clerk in certain city and high school districts
 35143 Annual organizational meetings
 35250 Duty to keep certain records and reports
 38113 Duty of clerk (re provision of school supplies)

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000
Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9110.3

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9124: ATTORNEY

The Governing Board recognizes the complex legal environment in which school districts operate and desires reliable, dependable legal advice. The Board also supports collaborative legal efforts with other agencies and districts in order to promote the district's interests.

The Board may use the county counsel, district attorney, or private attorneys to meet the needs of the district.

The district's legal counsel may:

1. Render legal advice to the Board and the Superintendent or designee.
2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings.
3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures.
4. Perform other administrative duties as assigned by the Board and Superintendent or designee.

The Superintendent may confer with the district's legal counsel at his/her discretion. ***and the Superintendent*** shall provide the Board with ***desired requested*** legal information when so directed by a majority of the Board. The Board also may authorize a specific member ***of the Board*** to confer with legal counsel on behalf of the Board.

Legal Reference:

EDUCATION CODE

35041 Administrative adviser

35041.5 Legal counsel: Relieving duties of county counsel and district attorney

35204 Contract with attorney in private practice

35205 Contract for legal services

GOVERNMENT CODE

814-895.8 Liability of public entities and public employees

995-996.6 Defense of public employees

26520 Legal services to school districts

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9130: BOARD COMMITTEES

The Governing Board may establish Board committees as necessary. The Board shall determine the duties of the committee at the time of its appointment. Unless specifically authorized by the Board to act on its behalf, Board committees shall act in an advisory capacity. When its duties have been completed, the committee shall be dissolved.

Board committees shall provide public notice of their meetings and conduct these meetings in accordance with state open meeting laws.

Board advisory committees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the Board.

Standing committees with a continuing subject matter jurisdiction include, but are not limited to, those responsible for providing advice on budgets, audits, contracts and personnel matters at the Board's request.

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers.

The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.

When a Board committee composed exclusively of Board members has provided for public comment on an item at a public meeting before or during the committee's consideration of the item, the Board is not obliged to provide for public comment on the item at a subsequent Board meeting. Public comment shall be afforded, however, if the Board determines that the item has been substantially changed since it was heard by the committee.

Legal Reference:**EDUCATION CODE**

35010 Control of district; prescription and enforcement of rules

35024 Executive committee

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

54952 Legislative body, definition

54952.2 Definition of meeting

54954 Time and place of regular meetings; special meetings; emergencies

54954.3 Opportunity for public to address legislative body

ATTORNEY GENERAL OPINIONS

81 Ops.Cal.Atty.Gen. 156 (1998)

80 Ops.Cal.Atty.Gen. 308 (1997)

79 Ops.Cal.Atty.Gen. 69 (1996)

First Reading, Bylaws of the Governing Board 9000 Series

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9140: BOARD REPRESENTATIVES

The Governing Board will designate a chief negotiator to represent it in negotiations with employee organizations. The Board itself will not negotiate with any employee organization directly.

The Board's role in the negotiation process shall be:

1. To assess, to the best of its ability, the needs of employees.
2. To set priorities for the total educational program in the best interests of students, the district, and the public in general.
3. To translate educational priorities and employee needs into a realistic budget.
4. To maintain the Board's position of authority and control as provided by law.

Other Representatives

The Board may appoint any of its members to serve on advisory committees or as representatives to other public agencies or organizations when the Board deems such appointment desirable.

If three or more Board members attend a meeting of another public agency or organization, the individual Board members may not sit with each other nor transact any district business.

Office 2004 6/15/07 8:34 AM

Comment: This language was drafted to provide individual board members with guidance regarding attendance at non-district events. This language can be kept or removed.

Legal Reference:

EDUCATION CODE

4000-4014 County committees on school district organization

35020-35046 School district officers and agents (power of governing board to employ or appoint)

35160 Authority of governing boards

GOVERNMENT CODE

54952.2 Meetings

First Reading, Bylaws of the Governing Board 9000 Series
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**DEL MAR UNION SCHOOL DISTRICT
BYLAWS/ADMINISTRATIVE REGULATIONS OF THE BOARD**

BOARD BYLAW 9200: LIMITS OF BOARD MEMBER AUTHORITY

The Governing Board is the unit of authority over the district. It has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting.

The Board member has no individual authority. Individually, the Board member may not commit the district to any policy, act, or expenditure. The Board member cannot do business with the district served, nor should the Board member have an interest in any contract with the school district. The Board member represents and acts for the community as a whole and does not represent any fractional segment of the community.

Individual members of the Board, by virtue of holding office, shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. At his/her discretion, the Superintendent may refer the request to the entire Board for consideration. If approved, the Superintendent or designee shall perform any necessary research associated with the request and report to the Board at a future meeting. *The Superintendent shall provide all information to the entire Board. including the members giving directions in changing practices.*

Obligations of Board Members

Board members should hold the education of children and youth above any partisan principle, group interest, or personal interest.

Board members should understand their role and the programs offered by the district. They should study all agenda materials before the meeting, participate in the discussion of items which come before the Board, vote on motions and resolutions, and abstain only for compelling reasons.

Board members shall refer Board-related correspondence to the Superintendent or designee for forwarding to the Board or for placement on the Board's agenda.

Board members and persons elected to the Board are responsible for complying with the requirements of the state's open meeting law.

The Superintendent or designee shall make available a copy of the Brown Act to each Board member and to anyone who is elected to the Board.

First Reading, Bylaws of the Governing Board 9000 Series

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Legal Reference:EDUCATION CODE

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (Board members)

51101 Rights of parents/guardians

GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative body

Management Resources:CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

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**DEL MAR UNION SCHOOL DISTRICT
BYLAWS/ADMINISTRATIVE REGULATIONS OF THE BOARD**

BOARD BYLAW 9220: GOVERNING BOARD ELECTIONS

The Governing Board shall strive to have ethical elections and have the district act in a neutral and ethical manner throughout the election process. District staff shall not permit election materials to be posted on school property. No district resources shall be used in any way that can be construed as supporting a candidate. District staff will operate the school system in a business as usual manner, not refraining from any activity including fiscal disclosures, due to the on-going school board election process. If any candidate is provided written materials, including photographs, all candidates shall be provided the same materials. If a candidate is found using district property, staff shall reclaim such property or such reimbursement for the district for any costs, such as copying costs.

The Superintendent and district staff shall not endorse any candidate in their official capacity but reserve their First Amendment rights of freedom of expression as individuals during non-work hours. The Superintendent and district staff shall not speak about any of the candidates at any school, district, or community function during the election period from the filing of candidacy papers until the election date.

Any person is eligible to be a Governing Board member, without further qualifications, if he/she is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter and not legally disqualified from holding civil office. (Education Code 35107)

A district employee elected to the Board shall resign his/her position before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

~~When possible,~~ Board election procedures shall be conducted in accordance with the California Education Code and Elections Code.

Office 2004 6/14/07 9:34 PM

Comment: DELETED per T Dyer

Statement of Qualifications

The district shall assume no part of the cost of printing, handling, translating or mailing candidate statements filed pursuant to Elections Code 13307. Candidates may be required to pay their pro rata share of these costs to the district in advance as specified in Elections Code 13307.

The Board secretary shall notify the county clerk of this policy on or before the 125th day before each Board member election. (Elections Code 10509)

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Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where lots shall be cast to determine the winner. (Education Code 5016)

Legal Reference:

EDUCATION CODE

5000-5033 Elections
 5300-5304 General provisions (conduct of elections)
 5320-5329 Order and call of elections
 5340-5345 Consolidation of elections
 5360-5363 Election notice
 5380 Compensation (of election officer)
 5390 Qualifications of voters
 5420-5426 Cost of elections
 5440-5442 Miscellaneous provisions (re returns, recounts, etc.)
 35107 Eligibility; school district employees
 35177 Campaign expenditures or contributions

ELECTIONS CODE

1302 Local elections, school district election
 2201 Grounds for cancellation
 2220-2226 Residency confirmation procedures
 10400-10418 Consolidation of elections
 10509 Notice of election by secretary
 10600-10604 School district elections
 13307 Candidate's statement
 13309 Candidate's statement, indigency

GOVERNMENT CODE

1021 Conviction of crime
 1097 Illegal participation in public contract
 81000-91013 Political Reform Act

PENAL CODE

68 Bribes
 74 Acceptance of gratuity
 424 Embezzlement and falsification of accounts by public officers

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661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

Article 2, Section 2 Voters, qualifications

Article 7, Section 7 Conflicting offices

Article 7, Section 8 Disqualification from office

COURT DECISIONS

California ProLife Council Political Action Committee v. Jan Scully et. al., (1998) 989 F.Supp.
1282

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 181 (2000)

81 Ops.Cal.Atty.Gen. 98 (1998)

Management Resources:

WEB SITES

Fair Political Practices Commission: <http://www.fppc.ca.gov>

CA Secretary of State's Office: <http://www.ss.ca.gov>

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9222: RESIGNATION

Resignation of a Board member shall be in writing and filed with the County Superintendent of Schools. The resignation shall be effective on the date specified.

A copy of the resignation shall be submitted to the Secretary of the Board.

The Board member shall retain the right to exercise all his/her powers until the effective date of the resignation. However, he/she shall not vote in any action the Board may take in making a provisional appointment to fill the vacancy.

Legal Reference:

EDUCATION CODE

5090 Definition (vacancy)

5091 Special Election

35178 Resignation with deferred effective date

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.1

Submitted for 1st Reading by the Board of Trustees as BB 9222: September 27, 2005

BB 9222 Approved by the Board of Trustees: October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9223: FILLING VACANCIES

A vacancy exists when a member of the Board submits his/her resignation in writing to the San Diego County Superintendent of Schools (Education Code 5090).

A vacancy may be declared by remaining members of the Board if a Board member fails to comply with all the requirements for continuing in public office in the State of California, including, but not limited to, failure to attend Board meetings for three consecutive months unless prevented by illness or unless absent from California with permission required by law (Government Code Section 1770).

Whenever a vacancy occurs, or whenever a resignation has been filed with the County Superintendent of Schools containing a deferred effective date, the Board *shall will*, within 60 days of the vacancy of the filing of the deferred resignation, either call an election or make a provisional appointment to fill the vacancy (Education Code 5091).

Legal Reference:

EDUCATION CODE

5000-5033 Elections

5090-5095 Vacancies

5200-5208 Districts governed by boards of education

5300-5304 Elections

5320-5329 Order and call of election

5340-5345 Consolidation of elections

5360-5363 Election notice

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions, elections

35107 Eligibility of board members

35178 Resignation with deferred effective date

ELECTIONS CODE

10600-10604 School district elections

11381-11386 Candidates for recall

GOVERNMENT CODE

1064 Absence from state

1770 Vacancies: definition

3060-3075 Removal other than by impeachment

6061 One time

54950-54963 The Ralph M. Brown Act

ATTORNEY GENERAL OPINIONS

58 Ops.Cal.Atty.Gen. 888 (1975)

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.1

BB 9223 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2006

Presented to the Board of Trustees for Review and Board Approval: June 27, 2007

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California State Attorney General's Office, Quo Warranto Applications:

<http://caag.state.ca.us/opinions/quo.htm>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.1

BB 9223 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2006

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9224: OATH OR AFFIRMATION

Prior to entering upon the duties of their office, all Governing Board members shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath may be administered and certified by a Board member, secretary or assistant secretary to the Board, Superintendent, deputy or assistant superintendent, principal, or County Superintendent of Schools or any other person authorized in Education Code 60.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

Legal Reference:

EDUCATION CODE

60 Persons authorized to administer and certify oaths

GOVERNMENT CODE

1303 Misdemeanor for failure to take oath

1360-1369 Oath of office

3100-3109 Oath or affirmation of allegiance

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath of office

COURT DECISIONS

Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544

Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

Submitted for 1st Reading by the Board of Trustees: September 27, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9230: ORIENTATION

Board Candidate Orientation

The Governing Board desires to provide Board candidates with orientation that will enable them to understand the responsibilities of Board membership. The Superintendent or designee shall provide all candidates with general information about school programs, district operations, and Board responsibilities.

The Board encourages all candidates to attend public Board meetings during the period candidacy. Candidates have the same access as members of the public to district staff and information.

New Board Member Orientation

The Board and the Superintendent or designee shall help each new member-elect to understand district operations and the Board's functions, policies, and procedures as soon after election as possible. Incoming members shall be informed that they must conform to the requirements of the Brown Act as if they had already assumed office. Incoming members shall also receive information about the district's ***Board policy policies*** and other materials related to the school system and Board member responsibilities.

Incoming members are encouraged to attend Board meetings and meet with the Superintendent or designee and Board President regarding their role and responsibilities. They also may, at district expense, attend workshops for newly elected members.

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshops

33362 Reimbursement of expenses; member of school district board

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body

54952.7 Copies of Brown Act to Board members

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.2

BB 9230 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9240: BOARD DEVELOPMENT

Citizens elected to the Governing Board are entrusted with the responsibility of governing district schools. The Board recognizes that its members need training that helps them understand their responsibility, stay abreast of new developments in education, and develop boardsmanship skills.

All Board members may attend conferences for the purpose of Board development. Board business shall not be discussed at conferences.

Board members shall report to the Board, orally or in writing, as soon as possible on the inservice activities they attend.

Funds for Board development shall be budgeted annually for each Board member.

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshop

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as 9200.3

BB 9240 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

Presented to the Board of Trustees for Review: June 27, 2007

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9250:

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Each member of the Governing Board may receive a monthly compensation of no more than \$246. Board members are not required to accept payment for meetings attended.

Members of the Board shall be reimbursed for all legitimate expenses incurred (not to exceed any limitations specified for district personnel) in attending any meetings or in making any trips on official business of the district when so authorized in advance by the Board (Education Code 35044).

Board members may participate in the available health and welfare benefits program provided for district employees.

Board members who elect to participate shall pay the full cost of premiums.

Benefits for Retired Board Members

Any member whose first term of office began on or after January 1, 1991, and any other member retiring from the Board after at least one term, may continue the health and welfare benefits program at their own expense if coverage is in effect at the time of retirement *and such enrollment has no fiscal impact on the district and other district employees.*

Legal Reference:

EDUCATION CODE

1090 Compensation for members and mileage allowance

33050-33053 General waiver authority

33362-33363 Reimbursement of expenses (Department of Education and CSBA workshops)

35012 Board members; number, election and term

35044 Payment of traveling expenses of representatives of board

35120 Compensation (services as member of governing board)

35172 Promotional activities

44038 Cash deposits for transportation purchased on credit

GOVERNMENT CODE

20322 Elective officers; election to become member

53200-53209 Group insurance

UNITED STATES CODE, TITLE 26

403(b) Tax-sheltered annuities

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.4

BB 9250 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Public Employees' Retirement System: <http://www.calpers.ca.gov>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9200.4

BB 9250 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9260: LEGAL PROTECTION

The Governing Board shall provide insurance necessary to protect Board members and employees from any judgment resulting from suits brought against them alleging their liability while acting within the scope of their employment and/or under the direction of the Board. The insurance shall cover claims in such matters as civil rights actions, negligence or other acts resulting in accidental injury to any person or damage to property.

Legal Reference:

EDUCATION CODE

17029.5 *Contract funding; board liability*

35208 *Liability insurance*

35214 *Liability insurance (self-insurance or a combination of self-insurance and insurance through an insurance company)*

GOVERNMENT CODE

815.3 *Intentional torts*

820-823 *Tort Claims Act*

825.6 *Indemnification of public entity*

1090-1098 *Conflicts of interest, prohibitions applicable to specified officers*

54950-54963 *The Ralph M. Brown Act*

87100-89503 *Conflicts of interest*

UNITED STATES CODE, TITLE 20

6731-6738 *Teacher Protection Act*

COURT DECISIONS

Caldwell v. Montoya (Paramount Unified School District), 10 Cal 4th 972 (1995)

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as 9200.5

BB 9260 Reviewed by the Board of Trustees as BB 9260: September 27, 2005, October 26, 2005

Presented to the Board of Trustees for Review: June 27, 2007

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9270: CONFLICT OF INTEREST

Board members shall not be financially interested in any contract made by the Board or any contract made acting in their capacity as Board member.

If the Board member has remote interest in a contract considered by the Board, they shall declare that interest and refrain from debating or voting on the matter. Any decision by the Board shall be made without that Board member's vote.

Remote interest shall be defined pursuant to Government Code 1091. Exceptions to interest in contracts shall be governed by Government Code 1091.5.

In any situation where an appearance of conflict of interest exists, although a conflict in terms of the law does not actually exist, it is advisable that the Board member abstain. It is also advisable legal counsel be consulted.

1. Incompatible Activities

Governing Board members shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with or inimical to the Board members' duties as an officer of the district.

2. Conflict of Interest Code

Board members and designated employees shall adhere to the district's conflict of interest code adopted pursuant to the provisions of Government Code section 87300.

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999

Submitted for Review by the Board of Trustees: September 27, 2005, October 26, 2005

Revisions Approved by the Board of Trustees: October 26, 2005

Presented to the Board of Trustees for Review: June 27, 2007

Legal Reference:**EDUCATION CODE**

1006 *Qualifications for holding office*
 35107 *School district employees*
 35230-35240 *Corrupt practices*
 35233 *Prohibitions applicable to members of governing boards*
 35239 *Compensation for board members in districts under 70 ADA*

GOVERNMENT CODE

1090-1098 *Prohibitions applicable to specified officers*
 1125-1129 *Incompatible activities*
 81000-91015 *Political Reform Act of 1974, especially:*
 82011 *Code reviewing body*
 82019 *Definition of designated employee*
 82028 *Definition of gifts*
 82030 *Definition of income*
 87100-87103.6 *General prohibitions*
 87200-87210 *Disclosure*
 87300-87313 *Conflict of interest code*
 87500 *Statements of economic interests*
 89501-89503 *Honoraria and gifts*
 91000-91014 *Enforcement*

CODE OF REGULATIONS, TITLE 2

18110-18997 *Regulations of the Fair Political Practices Commission, especially:*
 18702.5 *Public identification of a conflict of interest for Section 87200 filers*

COURT DECISIONS

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th. 655
Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

86 *Ops.Cal.Atty.Gen.* 138(2003)
 85 *Ops.Cal.Atty.Gen.* 60 (2002)
 82 *Ops.Cal.Atty.Gen.* 83 (1999)
 81 *Ops.Cal.Atty.Gen.* 327 (1998)
 80 *Ops.Cal.Atty.Gen.* 320 (1997)
 69 *Ops.Cal.Atty.Gen.* 255 (1986)
 68 *Ops.Cal.Atty.Gen.* 171 (1985)
 65 *Ops.Cal.Atty.Gen.* 606 (1982)

Management Resources:**WEB SITES**

Fair Political Practices Commission: <http://www.fppc.ca.gov>

First Reading, Bylaws of the Governing Board 9000 Series

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Submitted for Review by the Board of Trustees: September 27, 2005, October 26, 2005

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The 53-page biennial review of the Conflict of Interest Code of the Del Mar Union School District approved by the San Diego County Board of Supervisors follows this page. There is no change to the biennial review document.

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9300: BOARD OPERATIONS

The Governing Board has the power of establishing its own procedures (Education Code 35010).

The Board shall provide guides of discretionary action to those agents of the district to whom the Board delegates authority. This right shall be retained solely by the Board. These guides for discretionary action shall constitute the policies governing the operation of the school system.

The formulation and adoption of these written policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the school system. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board shall exercise its management of the schools.

The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

The implementation of policies is an administrative task to be performed by the Superintendent and the Superintendent's staff, who shall be held responsible for the effective administration and supervision of the entire school system.

All actions of the Board shall be taken only in official Board meetings called, scheduled, and conducted according to these bylaws and the statutes of the state.

Legal Reference:

EDUCATION CODE:

35010	<i>Control of District; Prescription and Enforcement of Rules</i>
35140-35146	<i>Times and Place of Meetings</i>
35160	<i>Authority of Governing Board Commencing January 1, 1976</i>

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9300 - Governance

BB 9300 – Board Operations Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

Presented to the Board of Trustees for Review: June 27, 2007

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9310: POLICY MANUAL

The Superintendent or designee shall maintain *a* district *Board policies manual* for the purpose of communicating to all interested parties the policies and regulations within which our schools will operate. The Governing Board encourages members of the public to acquaint themselves with the district's *Board policies manual*.

The Superintendent or designee shall ensure that the *Board*, community, and all district employees have access to the *Board policies manual*. A *public* copy of the *manual policies* shall be maintained in the district central office and at *each school site*.

The Superintendent or designee shall establish procedures for distributing to all authorized *manual policy* holders' copies of new or revised policies, bylaws and regulations as they are adopted. Annually, before the Board's organizational meeting, the Superintendent or designee shall have all district *policies manuals* reviewed to ensure that they are up-to-date and complete.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9300.1

BB 9310 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9311: BOARD POLICIES

The Governing Board recognizes that it has an important responsibility to establish policies, which communicate its direction for the operation of the schools. Policies are written statements adopted by the Board, which communicate the guidelines within which the Superintendent or designee and staff may take discretionary action.

The Superintendent or designee shall present drafts or suggestions for new policy and policy revisions when changes in law occur and when specific needs arise.

The Board encourages members of the community to contribute information and opinions for the Board's consideration and to propose revisions to policy. When drafting or revising policies which affect other governmental agencies, the Board welcomes input from these agencies and will cooperate with them in addressing matters of mutual concern.

The Superintendent or designee shall provide for the continuous orderly review of existing policies. Policies not amended shall be officially readopted by the Board.

The Board shall review certain policies annually, as required by law.

The adoption of policy shall conform to Board Bylaws governing agendas, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official Board policy.

Before adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. The Board may waive the second reading or may require additional readings.

When policies are amended the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

Legal Reference:

EDUCATION CODE

- 35010 Control of district; prescription and enforcement of rules*
- 35160 Authority of governing boards*
- 35160.5 Annual review of school district policies*
- 35163 Official actions, minutes and journal*
- 35164 Vote requirements*

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9300.2

BB 9311 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9312: BOARD BYLAWS

Written and numbered Board Policies and Board Bylaws are rules, regulations or policies of the district, which must be adhered to by the Board, employees, pupils, parents and citizens. It is the intent of the Board that such written and numbered Board Policies and Board Bylaws be consistent with and in compliance with all applicable and relevant law. If any Board Policy or Board Bylaw is inconsistent with or not in compliance with applicable and relevant law, such Board Policy or Board Bylaw automatically shall be amended or interpreted to be consistent with or in compliance with such law.

The Superintendent, any Board member or any other individual may recommend the adoption or amendment of any Board Policy or Board Bylaw. ~~The adoption or amendment of any Board Policy or Board Bylaw automatically shall be amended or interpreted to be consistent with or in compliance with such law.~~

The Board may suspend or delete any Board Policy or Board Bylaw upon a majority vote of all members of the Board. Any motion to suspend a Board Policy or Board Bylaw should state the term of the suspension.

The Superintendent may suspend a Board policy, rule, regulation or bylaw until the next Board meeting where the policy, rule, regulation or bylaw conflicts with any provision of law or other policy, rule, regulation or bylaw. At the next meeting, the Superintendent shall report the suspension, present justification for the suspension and either present a revised policy, rule, regulation or bylaw that resolves the conflict, recommend that the Board rescind the policy, rule, regulation or bylaw, or recommend that the Board continue the suspension for a period of time to determine an appropriate course of action.

Office 2004 6/15/07 8:17 AM

Comment: Counsel and Supt. felt this sentence was unclear and recommend its deletion.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

35163 Official actions, minutes and journals

35164 Vote requirements

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9312 Formulation, Adoption and Amendment of Bylaws

BB 9312 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9313: ADMINISTRATIVE REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designating the detailed arrangements under which the schools will be operated. Such rules and detailed arrangements shall constitute the administrative regulations governing the schools.

Administrative regulations must be consistent with Board policies, the California Education Code, education-related laws, negotiated employee contracts, and rules and regulations of the State Board of Education.

The Board reserves the right to review and direct revision of administrative regulations should they, in its judgment, be inconsistent with the policies adopted by the Board.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as 9300.3

BB 9313 Reviewed by the Board of Trustees: September 27, 2005, October 26, 2005

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9314:**SUSPENSION OF POLICIES, BYLAWS, ADMINISTRATIVE REGULATIONS**

Policies, bylaws and administrative regulations may be suspended for a specific purpose and limited time by a majority vote of the Board.

Suspension of any policy, bylaw or administrative regulation shall undergo the following consideration:

1. Policies, bylaws or administrative regulations shall be reviewed on their own merits rather than the circumstances of the moment.
2. The Governing Board shall decide whether the policy, bylaw or administrative regulation reflects the intent of the Board and the law. If so, the suspension will be denied and the policy, bylaw or administrative regulation reaffirmed in the minutes.

Superintendent's Authority

The Superintendent, ~~Board President~~ or ~~Superintendent's~~ designee may suspend all or part of any policy, bylaw or administrative regulation when it conflicts with state or federal law or regulations. The Superintendent, the ~~Board President~~ or ~~Superintendent's~~ designee shall report the suspension to the Board. Suspension shall be valid until the policy, bylaw or administrative regulation is rescinded, amended or reaffirmed. (*per T Dyer's correspondence of May 17*)

Legal Reference:**EDUCATION CODE**

35010 Control of district; prescription and enforcement of rules

35163 Official actions, minutes and journals

35164 Vote requirements

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DEL MAR UNION SCHOOL DISTRICT
BYLAWS/ADMINISTRATIVE REGULATIONS OF THE BOARD

BOARD BYLAW 9320: MEETINGS AND NOTICES

The Governing Board recognizes that the district is a local public agency within the meaning of Ralph M. Brown Act. Consequently, the Board recognizes that it is subject to the open meetings provisions of this Act and shall adhere to all of the procedures and requirements set forth in the Act.

Meetings of the Board are conducted for the purpose of accomplishing district business.

All meetings of the Board, except closed sessions, shall be open to the public.

The Board shall adopt at its annual meeting in December a calendar specifying the date, time, and place of each regular meeting.

Regular Meetings

The Board shall hold at least one regular meeting every month.

Notice of Regular Meetings

At least 72 hours prior to the regular meeting, the agenda shall be posted at designated public locations.

A notice *and agenda* of each regular meeting shall be *mailed and emailed* to any person who requests it in writing. The *mail and email* notice shall be mailed. ~~at least one week prior to the meeting.~~ Requests are valid for one year from the date filed and must be renewed ~~yearly~~ annually.

Office 2004 6/15/07 8:29 AM
 Comment: "Mailed and" added per T Dyer's
 May 17 correspondence

PTA Presidents, DMSEF President and Executive Director, DMCTA President and other District leadership positions shall receive such email notices for the duration of their terms. Persons requesting notices shall pay an annual mailing fee (Government Code 54954.1). The Governing Board shall determine the annual mailing fee, if applicable. Email notices shall be the preferred method of notification to individuals.

Office 2004 6/15/07 8:29 AM
 Comment: DO NOT DELETE per T Dyer's
 May 17 correspondence

The Governing Board shall attempt paperless Board meetings. Notices and materials shall be sent to Board members electronically unless otherwise instructed.

Special Meetings

First Reading, Bylaws of the Governing Board 9000 Series
 Adopted at the Regular Board Meeting on December 8, 1999
 Submitted for 1st Reading by the Board of Trustees: September 27, 2005
 Revisions to BB 9320 Approved by the Board of Trustees: October 26, 2005
 Revisions to BB 9320 Approved by the Board of Trustees: December 13, 2006
 Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007

Special meetings of the Board may be called by the presiding officer or a majority of the members of the Board.

All Board members and the Superintendent shall be notified at least 24 hours prior to the special meeting. The notice shall contain the time, place, and the business to be transacted.

Notice of special meetings will be given to the local media and ~~property owners~~ *individuals* who have requested such notice in writing *and/or email*.

An agenda shall be prepared and delivered with the notice to Board members. The notice and agenda shall be posted at least 24 hours prior to the meeting.

Only those items of business listed in the call for the special meeting shall be considered at the special meeting.

Emergency Special Meeting

The Board may hold a special meeting without complying with the 24 hour notice requirement in the case of an emergency situation. An emergency situation means:

1. A work stoppage or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the Board.
2. A crippling disaster which severely impairs public health, safety, or both, as determined by a majority of the members of the Board.

The President of the Board or designee shall give notice of the emergency special meeting to the local media by telephone one hour before the meeting. If telephone services are not functioning, the notice requirement of one hour is waived. As soon after the meeting as possible the Board shall notify the local media that the meeting was held, the purpose of the meeting, and any action taken by the Board.

The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at such meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible (Government Code 54956.5).

Adjourned Meetings

A majority vote by the Board may adjourn any meeting to a later time and place which shall be specified in the order of adjournment. Within 24 hours after the meeting has

*First Reading, Bylaws of the Governing Board 9000 Series
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Revisions to BB 9320 Approved by the Board of Trustees: December 13, 2006
Presented with Revisions to the Board of Trustees for 2nd Reading and Board Approval: June 27, 2007*

been adjourned, a copy of the order of adjournment shall be posted at the site of the meeting.

If no members are present at any regular or adjourned regular meeting, the Secretary to the Board may declare the meeting adjourned and shall give notice in the same manner required for special meetings (Government Code 54955).

Annual Organizational Meeting

The Board shall hold an annual organizational meeting. The organizational meeting shall be held annually in December within the time limits prescribed by Education Code 35143.

At this meeting, the Board shall:

1. Elect a Board President, and Clerk of the Board from its members ~~and appoint~~
announce a Secretary to the Board.
2. Develop a schedule of regular meetings for the year.
3. Designate Board representatives.
4. Authorize signatures.

Office 2004 8/14/07 9:29 PM
Comment: KEEP IN per T Dyer

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications
- GOVERNMENT CODE
- 54950-54957.9 Meetings, especially:
- 54953 Meetings to be open and public; attendance
- 54953.2 Compliance with Americans with Disabilities Act

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 Revisions to BB 9320 Approved by the Board of Trustees: December 13, 2006
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54954 Time and place of regular meetings
 54954.1 Mailed notices
 54954.2 Agenda posting requirements, board actions
 54954.3 Opportunity for public to speak
 54956 Special meetings; call; notice
 54956.5 Emergency meetings
 54957.5 Agenda distribution
 54961 Prohibition on use of certain facilities
UNITED STATES CODE, TITLE 42
 12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.160 Effective communications
 36.303 Auxiliary aids and services
ATTORNEY GENERAL OPINIONS
 84 Ops.Cal.Atty.Gen. 181 (2001)
 84 Ops.Cal.Atty.Gen. 30 (2001)
 79 Ops.Cal.Atty.Gen. 69 (1996)
 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 1999

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies,, California Attorney General's Office, 2002

WEB SITES

CSBA: <http://www.csba.org>

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9321: CLOSED SESSION PURPOSES AND AGENDAS

The Governing Board may hold closed sessions for purposes identified in law and placed on the meeting agenda in the manner required by law. The Board may hold a closed session at any time during a regular or special meeting. No closed session may be held during an emergency meeting of the Board.

The Board shall announce in open meeting the item to be discussed in closed session. No other matters shall be discussed in closed session.

No agenda, notice, announcement or report required by the Brown Act need identify any victim, or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.

No matters other than these announced in open session shall be acted upon during closed session.

Personnel Matters

The Board may hold closed session to consider the appointment, employment, evaluation, performance, discipline or dismissal of an employee, or to hear complaints or charges against an employee. These sessions shall not include action on proposed compensation except for a reduction of compensation that results from the imposition of discipline.

Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaint or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session.

Agenda items related to employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal or release require no additional information.

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act:

1. Any meeting and negotiating discussion between the district and a recognized or certificated employee organization

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2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting or investigation conducted by a fact finder or arbitrator
4. Any executive session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives.

Closed sessions shall be for the purpose of reviewing the Board's position and instructing the Board's designated representative. Closed session meetings may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees.

The Board may meet in closed session with the Board's designated representative regarding employee salaries, salary schedules or compensation paid in the form of fringe benefits of its represented and unrepresented employees. These closed sessions may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the district's designated representative.

For represented employees, the Board may also meet in closed session to hear any other matter within the statutorily provided scope of representation.

For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees.

The Board may also meet in closed session with a state conciliator or a mediator who has intervened in these proceedings.

Agenda items related to negotiations shall specify the name of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative so long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations.

Matters Related to Students

The Board shall meet in closed session to consider a suspension, disciplinary action, or any other action in connection with a student if a public hearing on the matter would violate student privacy rights. If a written request for open session is received from the

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parent/guardian, it will be honored to the extent that it does not violate the privacy rights of any other student.

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

Security Matters

The Board may meet in closed session with the Attorney General, district attorney, sheriff or chief of police, or their respective deputies, on matters posing a threat to the security of public buildings or to the public's right of access to public services or public facilities.

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer with whom the Board will consult.

Conferences with Real Property Negotiator

The Board may meet in closed session with the Board's real property negotiator prior to the purchase, sale, exchange or lease of real property in order to give its negotiator the authority to settle the price and terms of the property on behalf of the district.

Before holding the closed session, the Board shall, at a public meeting, identify the property under negotiation and specify the person(s) with whom the negotiator may negotiate.

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator so long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is not a street address, the agenda item shall specify the parcel number or another unique reference to the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both.

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with its legal counsel regarding pending litigation when a discussion of the matter in open

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session would prejudice the Board's position in the case. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator.

Litigation shall be considered pending when any of the following circumstances exist:

1. Litigation to which the Board is a party has been initiated formally.
2. Based on existing facts and circumstances and the advice of legal counsel, the Board is meeting only to decide whether there is a significant exposure to litigation against the district and a closed session is therefore authorized or the Board has already determined that there is significant exposure to litigation against the district.
3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation.

"Existing facts and circumstances" authorizing a closed session pursuant to Government Code 54956.9(b) as described in #2 above are limited to the following:

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.
2. Facts and circumstances such as accidents, disasters, incidents or transactional occurrences which might result in litigation, which are already known to potential plaintiffs, and which must be publicly disclosed before the closed session or specified on the agenda.
3. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from potential plaintiff. The claim or written communication must be available for public inspection.
4. A threat of litigation made by a person in an open meeting and related to a matter for which the Board has responsibility.
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection.

The above record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on their behalf or identify an employee who is

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the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

Before holding a closed session pursuant to this section, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or identify the litigation to be discussed or state that doing so would jeopardize the district's ability to provide service or process upon unserved parties or to conclude existing settlement negotiations to its advantage.

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding "Existing Litigation" or "Anticipated Litigation."

"Existing Litigation" items shall either specify the claimant's name, names of parties and case or claim number or shall state that disclosure would jeopardize service of process or existing settlement negotiations.

"Anticipated Litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9 and shall specify the potential number of cases. The agenda or an oral statement before the closed session may also be required to provide information pursuant to Items 2-5 above.

JPA/Self-Insurance Liability Claims

The Board may meet in closed session to discuss a claim against a joint power authority or self-insurance authority of which it is a member, for the payment of tort liability losses, public liability losses or workers' compensation liability.

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review.

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the

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statewide testing program and that the Education Code requires closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Legal Reference:

EDUCATION CODE

35145 Public meetings
 35146 Closed session (re student suspension)
 44929.21 Districts with ADA of 250 or more
 48918 Rules governing expulsion procedures; hearings and notice
 49073 Release of directory information
 49076 Access to records by persons without written parental consent
 49079 Notification to teacher re: students whose actions are grounds for suspension or expulsion
 60617 Meetings of governing board

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act
 6250-6268 California Public Records Act
 54950-54963 The Ralph M. Brown Act

COURT DECISIONS

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Furtado v. Sierra Community College District (1998) 68 Cal. App. 4th 876
Roberts v. City of Palmdale (1993) 5 Cal.4th 363
Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41

ATTORNEY GENERAL OPINIONS

86 Ops.Cal.Atty.Gen. 210 (2003)
 78 Ops.Cal.Atty.Gen. 218 (1995)
 59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2003

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, 2002

CALIFORNIA CITY ATTORNEY PUBLICATIONS

Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000

WEB SITES

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DEL MAR UNION SCHOOL DISTRICT
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Board Bylaw 9321.1: CLOSED SESSION ACTIONS AND REPORTS

No matters other than those announced in open session shall be acted upon during the closed session. (Government Code 54957.7)

The Board shall reconvene in open session before adjourning and report closed session actions, the votes or abstentions thereon, and other disclosures required by Government Code 54957.1. These disclosures may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing them. (Government Code 54957.7)

Personnel Matters

The Board shall report any personnel action taken and the votes or abstentions thereon at the public meeting during which the closed session is held. This report shall identify the title of the position. However, the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35146 Closed session (re student matters)

48918 Rules governing expulsion procedures; hearings and notice

49073-49079 Privacy of student records

60617 Meetings of governing board

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54957.1 Closed sessions; public report of action taken

54957.6 Closed sessions; representatives to employee organization(s)

54957.7 Disclosure of items to be discussed

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 85 (1997)

Kleitman v. Superior Court of Santa Clara County 87 Cal Rptr. 2d (1999)

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DEL MAR UNION SCHOOL DISTRICT
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Board Bylaw 9322: AGENDA/MEETING MATERIALS

Construction of Agenda

After receiving the input of the Board President *and Board Members* at the previous Board meeting, the Superintendent *and the Board President* shall prepare an agenda for each meeting of the Board. Board members may place any item on the agenda no later than five *working* days before the scheduled meeting date.

All agendas shall include the meeting time and place and a brief description of each business item to be transacted or discussed. All agendas shall be posted as required by law.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board President and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or closed session.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

All public communications with the Board are subject to requirements of relevant board policies and administrative regulations.

Initiating Requests for Staff Reports

Requests for research or administrative studies, desired by one or more Board members, shall be submitted to the whole Board for consideration. If approved by the majority of the Board, the Board shall direct the Superintendent to make such studies. Individual members shall confer directly with the Superintendent if specific information is desired or if information is needed regarding a complaint or request from a citizen.

Consent Items

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In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular item.

Legal Reference:

EDUCATION CODE

35144 *Special meetings*

35145 *Public meetings*

35145.5 *Right of public to place matters on agenda*

GOVERNMENT CODE

53635.7 *Separate item of business*

54954.1 *Mailed agenda of meeting*

54954.2 *Agenda posting requirements; board actions*

54954.3 *Opportunity for public to address legislative body*

54954.5 *Closed session item descriptions*

54956.5 *Emergency meetings*

54957.5 *Public records*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 *Effective communications*

36.303 *Auxiliary aids and services*

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 1999

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies,, California Attorney General's Office, 2002

CALIFORNIA CITY ATTORNEY PUBLICATIONS

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DEL MAR UNION SCHOOL DISTRICT
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Board Bylaw 9323: MEETING CONDUCT

The Governing Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated people.

~~Parliamentary Procedures~~

~~Board meetings shall be conducted by the President in a manner consistent with adopted Board bylaws and parliamentary procedure.~~

Quorum

A majority of the members of the Board shall constitute a quorum (Education Code 5095, 35165).

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present (Education Code 35164).

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient manner, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item (Education Code 35145.5, Government Code 54954.3).
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board (Education Code 35145.5, Government Code 54954.3).
3. A person wishing to be heard by the Board shall first be recognized by the President. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.

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4. Individual speakers shall be allowed up to three minutes to address the Board on each agenda or non-agenda item during "public comments." A speaker's allotted time may not be increased by a donation of time from members of the Public in attendance. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for individual public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
5. With Board consent, the President may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the President may indicate the time and place when it should be presented.
6. The Board President may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the President may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957.

7. In the event of willful interruption by individuals or groups so as to render the orderly conduct of any open meeting unfeasible and order cannot be restored by the removal of the individuals or groups who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the media, except those participating in the disturbance, shall be allowed to attend such session.

After the room is cleared, the Board shall determine on either an individual or group basis whether the individual or group shall be readmitted to the meeting. Individuals or groups not responsible for the interruption or who did not participate in the interruption shall be readmitted.

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Regular Board meetings shall be adjourned no later than 11:00 p.m. unless extended to a time certain by a majority of the Board. The meeting shall be extended no more than once and may be adjourned to a later time.

8. Board meetings shall be conducted by the President in a manner consistent with adopted Board bylaws and parliamentary procedure.

Meeting agenda items that are discussion items, that is, not part of the approved consent calendar or a report, will follow this presentation format:

1. The Board President calls for the item on the agenda.
2. The District Superintendent or his designee presents the item in a manner that allows for concise, accurate understanding of the item or issue.
3. Board members may then ask clarifying questions of the District Superintendent or his designee.
4. The Board President then calls for Public Input on the agenda item.
5. At the conclusion of Public Input, the Board President calls for Board discussion of the item.
6. At the conclusion of Board discussion, the Board President calls for a motion, which may then be seconded, followed by a vote or more discussion.
7. Action on motions shall follow established parliamentary procedure until the vote is cast and the item concluded.

Legal Reference:

EDUCATION CODE

5095 Powers of remaining board members and new appointees
 32210 Willful disturbance of public school or meeting a misdemeanor
 35010 Prescription and enforcement of rules
 35145.5 Agenda; public participation; regulations
 35163 Official actions, minutes and journal
 35164 Vote requirements
 35165 Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54953.5 Audio or video tape recording of proceedings
 54953.6 Broadcasting of proceedings
 54954.2 Agenda; posting; action on other matters
 54954.3 Opportunity for public to address legislative body; regulations
 54957 Closed sessions
 54957.9 Disorderly conduct of general public during meeting; clearing of room

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COURT DECISIONS

Baca v. Moreno Valley Unified School District, (C.D. Cal. 1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336, 337 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

59 Ops.Cal.Atty.Gen. 532 (1976)

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DEL MAR UNION SCHOOL DISTRICT
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Board Bylaw 9323.2: ACTIONS BY THE BOARD

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the members to make a positive or negative decision
3. A vote by a majority of the members when sitting as the Board upon a motion, proposal, resolution, order or ordinance

The Board may take action in a regular meeting on a subject not listed on the published agenda only when it publicly identifies the item to be acted upon in conjunction with one of the following circumstances: (Government Code 54954.2)

1. The Board, by majority vote of its members, determines that the action responds to an emergency situation.
2. The Board determines, either by a two-thirds majority vote of the members present at the meeting or, if less than two-thirds of the members are present, by a unanimous vote of all members present, that the need to take immediate action came to the district's attention after the posting of the agenda.
3. The matter was properly posted for a previous meeting occurring not more than five days earlier and was continued to the meeting at which action is being taken.

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

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Legal Reference:**EDUCATION CODE**

15266 School construction bonds
 17466 Declaration of intent to sell or lease real property
 17481 Lease of property with residence for nondistrict purposes
 17510-17511 Resolution requiring unanimous vote of all members constituting board
 17546 Private sale of personal property
 17556-17561 Dedication of real property
 17582 District deferred maintenance fund
 17583 Deferred maintenance fund; transfer of excess local funds
 35144 Special meeting
 35145 Public meetings
 35164 Majority vote of all members constituting board for board action
 35165 Vacancies, effect on majority and unanimous vote
 48660 Establishment of community day schools
 48661 School site restrictions for community day schools

GOVERNMENT CODE

53094 Authority to render zoning ordinance inapplicable
 53097 Compliance with ordinances
 53097.3 Charter school ordinances
 53790-53792 Exceeding the budget
 53820-53833 Temporary borrowing
 53850-53858 Temporary borrowing
 54950 Meetings: declaration; intent; sovereignty
 54952.6 Action taken, definition
 54953 Meetings to be open and public; attendance; secret ballots
 54953.5 Right to record proceedings; conditions
 54954.2 Agenda posting requirements; board actions
 54954.5 Closed session item descriptions
 54954.6 New or increased taxes or assessments; hearings; notice
 54956 Special meetings; call; notice
 54956.5 Emergency meetings in emergency situations
 54960 Action to prevent violations
 54960.5 Costs and attorney fees
 65352.2 Coordination with planning agency

PUBLIC CONTRACT CODE

20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
 20113 Emergencies, award of contracts without bids

COURT DECISIONS

Bell v. Vista Unified School District, (2002) 82 Cal.App.4th 672
Boyle v. City of Redondo Beach, (1999) 70 Cal.App.4th 1109

First Reading, Bylaws of the Governing Board 9000 Series
 Adopted at the Regular Board Meeting on December 8, 1999
 Submitted for 1st Reading by the Board of Trustees: September 27, 2005
 Approved by the Board of Trustees: October 26, 2005
 Presented to the Board of Trustees for Review: June 27, 2007

*Board Bylaw 9323.2****Management Resources:***CSBA PUBLICATIONS*The Brown Act: School Boards and Open Meeting Laws, 1999*ATTORNEY GENERAL PUBLICATIONS*The Brown Act: Open Meetings for Legislative Bodies,, California Attorney General's Office, 2002*CALIFORNIA CITY ATTORNEY PUBLICATIONS*Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000*WEB SITESCSBA: <http://www.csba.org>California Attorney General's Office: <http://www.caag.state.ca.us>

First Reading, Bylaws of the Governing Board 9000 Series

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DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9324: MINUTES AND RECORDINGS

The Secretary of the Board shall keep minutes and record all actions of the Board. Copies of the minutes shall be made for distribution to the Board members at the meeting when the minutes are presented for approval.

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed. Individual votes will be recorded unless the action was unanimous. All resolutions by the Board shall be numbered consecutively at the beginning of each fiscal year (Education Code 35163).

Maintaining of Minutes

The Board minutes shall be maintained as outlined below:

1. Content – Board Procedure
 - a. The date, place, and type of each meeting.
 - b. Members present and members absent by name.
 - c. Call to Order and Pledge of Allegiance to the Flag of the United States of America.
 - d. Arrival of tardy members by name and time of arrival.
 - e. Departure of members by name before adjournment or if absence takes place when any Board agenda items are acted upon.
 - f. Date of next meeting.
 - g. Adjournment of the meeting.
 - h. Record of written notice of special meetings.
 - i. Record of items of business to be considered at special meetings.

First Reading, Bylaws of the Governing Board 9000 Series

Adopted at the Regular Board Meeting on December 8, 1999 as BB 9320.3

Submitted for Review by the Board of Trustees as BB 9324: September 27, 2005, October 26, 2005

Revisions to BB 9324 Approved by the Board of Trustees: October 26, 2005

Presented to the Board of Trustees for Review: June 27, 2007

2. Content – Board Actions

- a. Approval or amended approval of minutes of preceding meetings.
- b. Information as to each subject of the Board's deliberation.
- c. Complete information as to each subject including the roll call record of the vote on a motion if not unanimous.
- d. All Board resolutions in complete context numbered serially for each fiscal year.
- e. A record of all authorized contracts.
- f. All employments and resignations or terminations of employment.
- g. A record of all bid procedures including calls for bids authorized, bids received, and other action taken.
- h. A record by number of all warrants approved for payment.
- i. Adoption of the annual budget.
- j. A record of financial reports.
- k. A record of all correspondence presented to the Board.
- l. A record of the Superintendent's report to the Board.
- m. Adoption of all policies, bylaws, and Board-adopted regulations.
- n. A record of all delegations appearing before the Board.
- o. Adoption of the annual school calendar.
- p. Annual approval of employment of district personnel.

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed. Individual votes will be recorded unless the action was unanimous. All resolutions by the Board shall be numbered consecutively at the beginning of each fiscal year.

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Recording Devices

A video or audio tape recording of any meeting of the Board may be made. The presiding officer will announce that a recording is being made at the beginning of the meeting. The recording device shall be placed in plain view of the persons present, so far as possible.

Recordings made during regular or special meetings of the Board are deemed public records. Recordings made during closed sessions are not public records. All recordings, tapes, discs, or other, shall be kept in a fire-proof location.

Legal Reference:**EDUCATION CODE***35145 Public meetings**35163 Official actions, minutes and journals**35164 Vote requirements*

First Reading, Bylaws of the Governing Board 9000 Series

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*Board Bylaw 9324*PENAL CODE

632 *Unlawful to intentionally record a confidential communication without consent of all parties to the communication*

GOVERNMENT CODE

54957.2 *Closed sessions; clerk; minute book*

54960 *Violations and remedies*

First Reading, Bylaws of the Governing Board 9000 Series

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June 20 2007

To: Board Members
From: Tom Bishop
Subject: Update, Possible Sale of Shores property

The Board of Trustees will be holding a closed session during the afternoon of June 27 from 3:00 p.m. to 5:45 p.m. to conference with its Del Mar Shores real property negotiators regarding sale/lease terms. Depending on decisions that may be reached during closed session, the Board President may report items or actions taken by the Board during closed session regarding the possible sale of the Shores property.

On June 15, 2007, the District published a press release (attached) that updated DMUSD residents regarding possible future real estate discussions between the DMUSD Board of Trustees and representatives from the City of Del Mar. The June 15 press release also contained information about the re-posting and re-publishing of the Summons and Complaint in the DMUSD quiet title process.

RECOMMENDED: Informational item only,

7.6

PRESS RELEASE

June 15, 2007

DEL MAR UNION SCHOOL DISTRICT

225 Ninth Street

Del Mar, CA 92014

Contact: Thomas Bishop, Superintendent

Phone: (858) 755-9301

**Update on Real Estate Discussions between
City of Del Mar and Del Mar Union School District**

On June 5, 2007, Del Mar Union School District Board President Annette Easton sent City of Del Mar Mayor Carl Hilliard correspondence regarding the Board's continued intent to sell all or a portion of the Shores property. Board President Easton informed Mayor Hilliard that she anticipated that real estate discussions between the City and the DMUSD would likely begin within 30 days.

On May 30, 2007, the DMUSD Board of Trustees met in closed session to discuss the possible sale of the Shores. At the conclusion of its meeting, the Board reaffirmed its prior decisions to sell all or a part of the Shores property and directed counsel to continue with action to identify and give notice to any persons who have a claim to the expired restriction on the Shores deed. The Board also approved moving forward with a mandatory settlement conference between the City and the DMUSD regarding the

Naylor lawsuit that was filed by the City against the DMUSD one year ago.

On May 30, 2007, DMUSD legal counsel Wendy Wiles also advised the Board that her firm would be responsible for the costs associated with reapplying to the Court for the reposting and republishing of the Summons and Complaint in DMUSD's quiet title action. The re-noticing of the action, which was ordered by the Court, will provide further notice of the quiet title action to any persons who may have an interest in the expired deed restriction. The Board approved legal counsel moving forward with this process until legal fees would accrue again.

The Board unanimously agreed to keep the public informed regarding issues associated with the sale of the Shores property, including the Board's understanding that the deed restriction has expired as a function of state statute, and that proceeding with the quiet title action is not an attempt to remove a restriction, but rather an attempt to clarify the current state of the property. Board President Easton commented, "All buyers benefit from knowing the legal status of this property and this process in no way diminishes our desire to work with the City of Del Mar."

Board President Easton added, " I recognize that the Shores property has significant value to the citizens that reside in the City of Del Mar, and I hope that future real estate discussions between the City and the DMUSD can produce a "win-win" agreement that will benefit Del Mar residents and all DMUSD residents."

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: Possible Board Bylaw (BB9325) on Board Self-Evaluation

Last month Board Member Crawford asked that the June Board Agenda contain a possible new Board Bylaw that would require the Governing Board to conduct an annual self-evaluation.

Staff contacted CSBA who has provided the attached sample CSBA policy on Board self-evaluation.

It is appropriate for the Board to have a general discussion about this sample policy tonight and if the discussion indicates that the Board has an interest in possibly adopting a self-evaluation policy, then it may be appropriate for the Board President to ask two Board members to meet and draft a Board Bylaw that will require the Board to conduct a self-evaluation. Once the two Board members have completed their task, the new draft version of Board Bylaw could be scheduled for a first reading.

RECOMMENDED: Informational item only,

7.7

CSBA Sample

Board Bylaw

BB 9400
Board Bylaws

Board Self-Evaluation

***Note: The following optional bylaw may be revised to reflect district practice. ***

The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.

(cf. 0000 - Vision)
(cf. 2123 - Evaluation of the Superintendent)

The evaluation may address any areas of Board responsibility, including but not limited to Board performance in relation to vision setting, curriculum, personnel, finance, policy, collective bargaining and community relations. The evaluation also may address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other boardmanship skills.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

***Note: CSBA's Maximizing School Board Leadership series contains sample questions for Board self-evaluation in each area of major Board responsibility. ***

The Board shall be evaluated as a whole. Individual Board members also are encouraged to use the evaluation process as an opportunity to privately assess their own personal performance.

Each year the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures a reasonable number of previously identified performance objectives. Videotape of a Board meeting may be used as an evaluation tool only with the consent of all Board members.

***Note: Pursuant to Government Code 54962, the Board may hold a closed session only for purposes expressly authorized by the Brown Act (Government Code 54950-54962) or by a provision of the Education Code. Neither code authorizes closed session discussions for the purpose of Board self-evaluations; see BB 9321 - Closed Session Purposes and Agendas. Government Code 54957, which authorizes closed sessions for personnel matters such as evaluations, specifically excludes elected officers or members of a legislative body. ***

Any discussion of the Board's self-evaluation shall be conducted in open session. At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or others to provide input into the evaluation process.

Following the evaluation, the Board shall develop strategies for strengthening Board performance and shall establish priorities and objectives for the following year's evaluation.

(cf. 9230 - Orientation)
(cf. 9240 - Board Development)

Legal Reference:
GOVERNMENT CODE
54950-54963 Brown Act; board self-evaluations not covered

Management Resources:
CSBA PUBLICATIONS
Professional Governance Standards, 2000



How DOES OUR BOARD MEASURE UP?

Board Self-Evaluation Toolkit Now Available

CSBA's Governance Institute announces a new governance tool, **Using the CSBA Professional Governance Standards for School Board Self-Evaluation.**

Governance teams are effective when they take collective responsibility for the team's performance. To do this, they should periodically evaluate their own effectiveness and ability to create a positive organizational culture focused on improved student learning and achievement.

While there are a variety of ways to self-evaluate, perhaps the best criteria for boards to evaluate themselves against are CSBA's Professional Governance Standards for School Boards. Adopted in 2000 by board members from throughout the state, they set a standard of excellence for board performance.

The board self-evaluation toolkit can be used by boards to assess their collective performance against CSBA's Professional Governance Standards. It can also be used by boards without outside assistance and is designed to help boards have productive, collegial conversations about what they are doing well and areas in which they would like to improve.

To order, call Terri McDaniel at (800) 266-3382, or complete the order form below and mail to CSBA, P.O. Box 1660, West Sacramento, CA 95691 or fax to (916) 669-3277.

Charges include:

\$10, plus shipping and handling, and tax.

Using the CSBA Professional Governance Standards for School Board Self-Evaluation

Name _____ Title _____ District/County Office _____

Address _____ City _____ State _____ Zip _____

Phone Number _____ E-Mail _____

Shipping and handling charges in USA for standard delivery (7-10 business days)

1 to 2 items: \$3 | 3 to 5 items: \$5 | 6 to 9 items: \$7 | Over 10 items: FREE

Quantity _____ x \$10 = \$ _____ | Shipping/Handling \$ _____

Subtotal \$ _____ | Sales Tax (7.25%) \$ _____ | Total \$ _____

Payment Type:

Check # Enclosed _____

District P.O. # _____

Visa/MasterCard/American Express # _____ Exp. Date _____

Signature _____

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: Policy BB 9325 – Public Access

Several months ago, the Board directed staff to draft a new Board Bylaw regarding public access. Staff has drafted the attached proposed Board Bylaw for Board discussion tonight. If this draft Board Bylaw is approved tonight, staff would begin the implementation of this Bylaw in the July or August Board meeting. Once the Board establishes the first date of review, then staff will schedule the quarterly reviews every third month.

Staff has also attached BP/AR 1340 which describe the right of citizens to have access to the public records of the District.

DEL MAR UNION SCHOOL DISTRICT
Bylaws/Administrative Regulations of the Board

Board Bylaw 9325: PUBLIC ACCESS

On a quarterly basis, the Board will review that important culminating District documents that will be made available to the public through placement on the district website. Examples of culminating District documents include, but are not limited to, the 2005 report from the Surplus Property Advisory Committee, authorized District Action Team reports, and other similar documents.

The Board will review the documents proposed for public access on a quarterly basis, and will determine the documents that will be made available for public access.

In addition, the Board also re-affirms BP/AR 1340, which describes the right of citizens to have access to the public records of the district (see attached).

Note: Effective 1/1/2007, the monthly school board meeting agenda and supporting documents are available at the District website. Effective May 2007 an audio recording of each monthly school board meeting is available on the District website 72 hours after the Board meeting.

DEL MAR UNION SCHOOL DISTRICT
COMMUNITY RELATIONS

BOARD POLICY 1340: ACCESS TO DISTRICT RECORDS

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other statutes.

Legal Reference:

EDUCATION CODE

- 35145 Public meetings
- 35170 Authority to secure copyrights
- 35250 Duty to keep certain records and reports
- 42103 Publication of proposed budget; hearing
- 44031 Personnel file contents and inspections
- 44839 Medical certificates; periodic medical examination (re access to medical certificate in personnel file)
- 49060-49079 Pupil records
- 49091.10 Parental review of curriculum and instruction
- 52015 Ongoing evaluation and modification of school improvement plans
- 52015.5 Availability of information required by Education Code 52015(g)
- 52850 Applicability of article (School-based Program Coordination Plan availability)
- 54722 Application of article (Motivation and maintenance program Plan availability)

GOVERNMENT CODE

- 3547 Proposals relating to representation
- 6250-6270 California Public Records Act
- 6275-6276.48 Other exemptions from disclosure
- 53262 Employment contracts
- 54957.2 Minute book record of closed sessions
- 54957.5 Agendas and other writings distributed for discussion or consideration
- 81008 Public records; inspection and reproduction

CALIFORNIA CONSTITUTION

- Article 1, Section 3 Right of access to governmental information

CODE OF REGULATIONS, TITLE 5

- 430-438 Individual pupil records

COURT DECISIONS

- Fairley v. Superior Court, 66 Cal.App. 4th 1414 (1998)
- North County Parents Organization for Children with Special Needs v. Department of Education, 23 Cal.App. 4th 144 (1994)

ATTORNEY GENERAL OPINIONS

- 71 Ops. Cal. Atty. Gen. 235 (1988)
- 64 Ops. Cal. Atty. Gen. 186 (1981)

DEL MAR UNION SCHOOL DISTRICT
COMMUNITY RELATIONS

ADMINISTRATIVE REGULATION TO BOARD POLICY 1340:
ACCESS TO DISTRICT RECORDS

Records Open to the Public

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used or retained by the district regardless of physical form or characteristics. (Government Code 6252)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

A member of the public includes any person, except a member, agent, officer, or employee of the district acting within the scope of his/her office or employment. Governing Board members shall have the ability to access public records permitted by law in the administration of their duties. Notwithstanding, members of the Board are entitled to access to district public records on the same basis as any other person. (Government Code 6252, 6252.5)

Records to which the public shall have access include but are not limited to:

1. The proposed and approved budgets (Government Code 6252; Education Code 42103)
2. Statistical compilations (Government Code 6252)
3. Reports and memoranda (Government Code 6252)
4. Notices and bulletins (Government Code 6252)
5. Minutes of public meetings (Government Code 6252)
6. Meeting agendas (Government Code 6252, 54957.5)
7. Official communications between governmental branches (Government Code 6252)
8. School-based program plans (Education Code 52850, 54722)

9. Information and data relevant to the evaluation and modification of school improvement plans (Education Code 52015.5)
10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)
11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)
12. Contracts of employment and settlement agreements (Government Code 53262)

Confidential Records

Records to which the general public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interdistrict or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)
2. Records specifically prepared for litigation to which the district is a party or to claims made pursuant to the Tort Claims Act, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law (Government Code 6254; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))
3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

The home addresses and home telephone numbers of employees may be disclosed only as follows: (Government Code 6254.3)

- a. To an agent or a family member of the individual to whom the information pertains
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents
4. Test questions, scoring keys and other examination data except as provided by law (Government Code 6254)
5. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)
6. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)
7. Library circulation records kept for the purpose of identifying the borrower of items available in the library (Government Code 6254)
8. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)
9. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)
10. Recall petitions or petitions for the reorganization of school districts (Government Code 6253.5)
11. Minutes of Board meetings held in closed session (Government Code 54957.2)
12. Computer software developed by the district (Government Code 6254.9)
13. Written instructional textbooks or other materials for which providing a copy would infringe a copyright or would constitute an unreasonable burden on the operation of the district (65 Ops.Cal.Atty.Gen. 185 (1981))
14. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

Inspection of Records and Requests for Copies

Public records are open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by every person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Every person may request a copy of any district record open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request or among two or more components of the district having substantial subject matter interest therein
4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

If any person requests a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals
2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement will be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: Strategic Planning Update

At its Board meeting on June 8, the DMUSD Board of Trustees approved a consulting contract with LeadershipDNA to provide facilitation leadership to the Board as the Board embarks on the creation of a new strategic plan for the DMUSD. The Superintendent, Assistant Superintendent of Curriculum and the Board President met informally with LeadershipDNA staff (Drew Dougherty and Linda Shoob) during May to discuss the District's needs for Strategic Planning facilitation. During those meetings, the need for customer satisfaction data was discussed. LeadershipDNA suggested that the Harris Interactive surveys for parents, staff, and students be administered in early June so that the Board and the new Strategic Planning group will have both current and relevant customer satisfaction data as the Strategic Planning group begins its discussions in early October.

On May 23 the Board approved a contract with Harris Interactive and shortly thereafter Harris Interactive mailed the parent and staff surveys to the District. The parent surveys were distributed to the parents of all 4,000 students during the first week of June. Staff estimates that 1,750 – 1,900 completed parent surveys were returned to the District Office and mailed to New York on June 19 where they will be opened and scanned.

Staff surveys were completed by almost every DMUSD employee at all seven school sites on June 15, and the completed staff surveys were mailed to New York on June 20.

More than 1500 fourth, fifth, and sixth grade DMUSD students took the Harris student survey online during the first week of June.

The Board plans to hold a special Board meeting on Wednesday, September 12 to study the Harris Survey data and to review the 06/07 State testing results.

The Board plans to ask an inclusive group of about 50 DMUSD stakeholders (parents, teachers, directors, principals and community members) to meet for a half day on October 3 and all day on October 4 and 5 to review the District's mission statement and core values, and to help identify the District 2007/2008 Strategic Plan goals that will guide the Board during the next five years.

RECOMMENDED: Informational item only.

7.9

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: Press Releases

Periodically the DMUSD updates the DMUSD website with press releases which are written under the supervision of the DMUSD Superintendent. The latest DMUSD press release was published on June 13. The topic of the June 13 press release was an update on the recent developments regarding the possible sale of the Shores.

Board member White has asked that the Board discuss DMUSD press releases. Currently there is no board policy to guide the District Superintendent regarding press releases. The Superintendent welcomes the development of a Board policy regarding press releases

CSBA sample Board policies do not contain a policy regarding press releases which may indicate that press releases are an administrative responsibility.

If the Board asked two of its members to meet with the superintendent to draft a proposed board policy regarding press releases, then it is possible that the Board can adopt a board policy regarding press releases in the next month or two.

RECOMMENDED: Informational item only.

PRESS RELEASE

June 15, 2007

DEL MAR UNION SCHOOL DISTRICT

225 Ninth Street
Del Mar, CA 92014

Contact: Thomas Bishop, Superintendent
Phone: (858) 755-9301

**Update on Real Estate Discussions between
City of Del Mar and Del Mar Union School District**

On June 5, 2007, Del Mar Union School District Board President Annette Easton sent City of Del Mar Mayor Carl Hilliard correspondence regarding the Board's continued intent to sell all or a portion of the Shores property. Board President Easton informed Mayor Hilliard that she anticipated that real estate discussions between the City and the DMUSD would likely begin within 30 days.

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June 27, 2007

To: Board Members
From: Trish Snider
Through: Tom Bishop
Subject: Del Mar Union School District Health and Wellness Committee Report

As stipulated in Administrative Regulations 5030, this is the first summary report regarding District-wide compliance with the District's established nutrition and physical activity policies.

Each school site completed an evaluation of the effectiveness of the new Health and Wellness Policy. Attached is a summary reflecting the ratings/comments from each site. In addition, the DMUSD District Wellness Committee reviewed written comments and suggestions. The results of the evaluations, comments and suggestions became the basis for goals developed by the committee for the 2007-2008 school year. These goals are attached and presented for the Board's review and for recommendations.

RECOMMENDED: For Information Only

7.11

**Del Mar Union School District Wellness Committee
2007-2008 Goals**

1. Communicate more clearly the specific regulations in Board Policy/Administrative Regulations 5030 in order to separate the Wellness Policy from the Food Services Program.
2. Work toward consistency across grade levels at each school site by activities such as providing Wellness Policy information through Volunteer coordinator meetings with room parents.
3. Educate teachers and parents regarding the nutritional balance and portion size in the Del Mar School Lunch Program.

SUMMARY

Del Mar Union School District Health and Wellness Committee

Please use a rating scale of 1-5, with 5 meaning all of the time and 1 meaning never, to evaluate the effectiveness of the new Health and Wellness Policy. Space is provided for your comments.

Average

1. Do foods sold/served meet the DMUSD Board Policy? 4.4

Comment: Need to more clearly distinguish between Wellness Policy and School Lunch Program.

2. To what extent have staff and parents been supportive of the policy? 4.4

Comment: Parties have been significantly limited, but policy is not adhered to by all staff/parents.

3. Has the practice of selling unhealthy foods in fundraising been eliminated? 4.6

Comment: Unhealthy food items rarely sold during school day.

4. Has the practice of giving food as a reward in the classroom been discontinued? 4

Comment: The amount of sweet treats is much less frequent but some staff still use food as a reward.

5. How are physical activity and proper nutrition promoted at your site?
(Newsletters website, curriculum, clubs, etc.) 4.3

Examples: Website, newsletters, Healthy Choices Committee, jog-a-thon, Running Club, "the closet" (non-food reward items).

June 18, 2007

To: Board Members

From: Tom Bishop

Subject: Summer Hours—DMUSD District Office

Effective Monday July 2, the classified non-management staff at the District office will be working four ten-hour days, which means that the District Office will be closed on Fridays. The last week for the ten-hour per day work schedule will be the week of August 6th.

This will be the fourth year that the classified non-management staff has worked the ten-hour per day schedule during summer. The ten-hour per day schedule during the summer raises morale without hurting productivity.

The regular schedule (7:30 a.m. to 4:00 p.m., Monday through Friday) at the District Office will resume on August 13.

District Office staff will be registering “new to the district” students that move into the community during the weeks that the school offices are shut down. Last summer eighty-one students were registered by District Office staff while school offices were shut down.

RECOMMENDED: Informational item only.

FISCAL IMPACT: None.

7.12

June 18, 2007

To: Board Members
From: Tom Bishop
Subject: Reminder of Upcoming Events and Schedules

Wednesday, June 27, 2007

Regular Board Meeting, 6:00 p.m., Del Mar Hills Academy

Wednesday, July 4, 2007

District Office is closed. Independence Day Holiday.

Wednesday, July 25, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

Monday, August 13, 2007

School offices re-open.

Monday, August 13, 2007

DMUSD No-Cost Retreat at Cal State San Marcos

Tuesday, August 14, 2007

Collective Bargaining Training, 8:00 a.m.

Wednesday & Thursday, August 15 & 16, 2007

Interest Based Bargaining, DMCTA/DMUSD

Tuesday, August 21, 2007

New Teacher Orientation; Location: TBA

Wednesday-Friday, August 22-24, 2007

Teacher Work Days

Friday, August 24, 2007

New Student & Kindergarten Orientation, 10:00 & 11:00 a.m., respectively

Monday, August 27, 2007

First day for students

Wednesday, August 29, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

Thursday, August 30, 2007

Back to School Night, 6:30 p.m.

Wednesday, September 26, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

Friday, September 28, 2007

Dedication of Ocean Air School, 3:15 p.m.

Wednesday, October 24, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

Wednesday, November 14, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

Wednesday, December 12, 2007

Board of Trustees meeting, 6:00 p.m., Del Mar Hills Academy

RECOMMENDED: Information Item Only.