

July 9, 2007

To: Board Members

From: Janet Bernard

Through: Tom Bishop

Subject: Approval of the Early Intervention for School Success Grant Application and Acceptance of the 2007-09 Grant Award

In late May, two applications were submitted by the DMUSD to the Orange County Office of Education for the highly competitive Early Intervention for School Success (EISS) Grant. Grace Hauseur, District Grant Writer, worked diligently with Janet Bernard, Assistant Supt., Curriculum, and the staffs at Sycamore Ridge and Del Mar Hills to complete the comprehensive application. Due to the hectic year-end activities, the submitted applications were inadvertently omitted from the June Board meeting agenda. The Orange County Office of Education was notified that the proposed Board approval date would be July 25, 2007. Lyn Turner, coordinator of the grant program, said the July date would be acceptable and that the District needed to send her verification of Board approval on June 25.

Subsequently, we are pleased and excited to inform the Board that Del Mar Hills was one of 35 schools in the state and one of three schools in San Diego County to be selected as a recipient of this EISS grant program.

The purpose of the EISS program is to help all students achieve academic and social success. It is designed to support professional learning communities with the use of appropriate and differentiated learning experiences for students in the early grades. As a collaborative effort between horizontal and vertical teacher teams, the administration, parents, and community, the EISS grant will strengthen standards-based instruction and the implementation of instructional strategies specifically designed for early childhood education.

Congratulations to the staff at Del Mar Hills Academy. We also applaud Grace Hauseur for her focused effort in writing the grant applications on a very short timeline.

FISCAL IMPACT: \$30,000 for the 2007-2009 funding cycle.

RECOMMENDED: The Superintendent Recommends Approval of the EISS Grant Application and Acceptance of the 2007-2009 Grant Award.

*6.1

**EISS PROFESSIONAL LEARNING COMMUNITIES, IMPLEMENTATION GRANT FUNDED GRANTS
CYCLE II , 2007 – 2009**

<u>REGION</u>	<u>COUNTY</u>	<u>SCHOOL DISTRICT</u>	<u>SCHOOL</u>
1	Humboldt	Pacific Union School District	Pacific Union School District
1	Sonoma	Cotati-Rohnert Park Unified School District	Monte Vista Elementary
2	Lassen	Susanville School District	McKinley Elementary School
3	El Dorado	Rescue Union School District	Rescue Elementary
3	Sacramento	Sacramento City Unified School District	Maple Elementary
4	Contra Costa	Byron Union School District	Timber Point Elementary
4	Contra Costa	San Ramon Valley Unified School District	Quail Run Elementary
4	Marin	San Rafael City School	Coleman Elementary
4	Marin	San Rafael City Schools	Sun Valley Elementary
4	Marin	Novato Unified School District	Lynwood Elementary

9	San Diego	Lakeside Union School District	Riverview/Winter Gardens
10	Mono	Mammoth Unified School District	Mammoth Elementary
10	Riverside	Nuview Union	Nuview Elementary
10	San Bernardino	Alta Loma Elementary School District	Victoria Groves Elementary
11	Los Angeles	Bassett Unified School District	Erwin Elementary
11	Los Angeles	Bonita Unified School District	Allen Avenue Elementary
11	Los Angeles	Los Angeles Unified School District	49th Street School
11	Los Angeles	Palos Verdes Peninsula Unified School District	Rancho Vista Elementary
11	Los Angeles	Pomona Unified School District	Kellogg Polytechnic Elementary
11	Los Angeles	Sulphur Springs School District	Fair Oaks Ranch Community
11	Los Angeles	Sulphur Springs Union School District	Leona Cox Elementary
11	Los Angeles	Walnut Valley Unified School District	Walnut Elementary School

6	Calaveras	Calaveras Unified School District	Mokelumne Hill Elementary
8	San Luis Obispo	Atascadero Unified School District	San Gabriel Elementary
8	San Luis Obispo	San Luis Coastal Unified School District	C. L. Smith Elementary
8	Santa Barbara	Santa Barbara School Districts	Harding Elementary School
8	Ventura	Ocean View School District	Laguna Vista Elementary
8	Ventura	Simi Valley Unified School District	White Oak Elementary
8	Ventura	Simi Valley Unified School District	Knolls Elementary
8	Ventura		Easter Seals Child Development Center/Preschool
9	Orange	Fountain Valley School District	Hisamatsu Tamura Elementary, Urbain H. Plavan Elementary
9	Orange	Huntington Beach City School District	Joseph R. Perry Elementary
9	Orange	Irvine Unified School District	Early Childhood Learning Center
9	San Diego	Chula Vista Elementary	Arroyo Vista
9	San Diego	Del Mar Union School District	Del Mar Hills Elementary



EISS OFFICE ONLY

Date Received: _____

By: _____

Grant # _____

EISS
APPLICATION FOR
PROFESSIONAL LEARNING COMMUNITY
IMPLEMENTATION GRANT

DUE: FRIDAY, JUNE 1, 2007

CYCLE 2
2007-2009

County: San Diego

District: Del Mar Union School District

School: Del Mar Hills Elementary School

EISS Site

Coordinator: Erik Bienke

Date

Submitted: May 31, 2007

Board Approved: Yes

☐

No

☒

Proposed Board Meeting Date: July 25, 2007

RETURN TO:

EARLY INTERVENTION FOR SCHOOL SUCCESS - GRANT APPLICATION

Orange County Department of Education

Attn: Lynn Turner
200 Kalmus Drive
Costa Mesa, CA 92626-9050
(714) 327-8180

EISS Professional Learning Community Implementation Grant Application 2007-2009
**PART I Professional Learning Community Implementation Grant Cover Form
2007/2009 (2 pages)**

All information must be completed. Do not use acronyms. Please type.

1. ☐ Check if this copy contains original signatures.

2. **District Information** (Do not use acronyms.)

Del Mar Union School District	San Diego	
District (Full Name)	County	
Mr. Thomas F. Bishop		
Superintendent (Dr., Ms., Mr.)		
225 Ninth Street	Del Mar	92014
District Mailing Address	City	Zip
858.755.9301	858.755.4361	
District/Phone/Ext.	Fax	

3. **School Information**

Del Mar Hills Elementary School

School (Full Name)		
14085 Mango Drive	Del Mar	92014
School Mailing Address	City	Zip
858.755.9763	858.755.6107	
School Phone/Ext.	Fax	

School would be described primarily as ☐ Rural ☐ Urban ☒ Suburban

____ Number of classrooms to be involved Number of staff to be trained ____

School schedule ☐ Year round ☒ Traditional

4. **Preschool Information** (if applicable)

School (Full Name)	Preschool Director (Dr., Ms., Mr.)	Site Email
School Mailing Address	City	Zip
School Phone/Ext.	Fax	

School would be described primarily as ☐ Rural ☐ Urban ☐ Suburban

____ Number of classrooms to be involved Number of staff to be trained ____

School schedule ☐ Year round ☐ Traditional

EISS Professional Learning Community Implementation Grant Application 2007-2009

5. **EISS Site Coordinator Information** (This person will be responsible for receiving and distributing EISS information. Please include site and home address, phone, and email information).

Mr. Erik Bienke	2nd Grade Teacher	Del Mar Hills Elementary School
Name (Dr., Ms., Mr.)	Title	Site
14085 Mango Drive	Del Mar	92014
Mailing Address	City	Zip
858.755.9763/Ext. 3416	ebienke@dmusd.org	858.755.6107
Daytime Phone/Ext.	Site Email	Fax
12590 Carmel Creek Rd. #8	San Diego	92130
Home Address	City	Zip
619.985.7300	erikbienke@aol.com	
Home Phone	Home Email	

6. **Grant Writer Information** (if other than EISS Site Coordinator)

Ms. Grace Hauseur	Teacher on Special Assignment	858.755.1258
Name (Dr., Ms., Mr.)	Title	Fax
858.755.1060/Ext. 3881	ghauseur@dmusd.org	
Daytime Phone/Ext.	Site Email	

7. **District Personnel authorized to establish budget, monitor claims, and process claim forms**

Ms. Dena Whittington	Assistant Superintendent of Business Services	858.755-4361
Name (Dr., Ms., Mr.)	Title	Fax
225 Ninth Street	Del Mar	92014
Mailing Address	City	Zip
858.755.9301/Ext. 3695	dwhittington@dmusd.org	
Daytime Phone/Ext.	Site Email	

8. **Certification**

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached Assurances are accepted as the basic conditions in the operation of the Early Intervention for School Success Program for replication and dissemination purposes. I understand that full funding of the grant is dependent upon completion of the program requirements as described in the Assurances.

Mrs. Dena Whittington DMUSD Assistant Superintendent of Business Services

Authorized Administrative Agent (Dr., Ms., Mr.)

Title

Dena Whittington
Signature

6/1/07
Date

Assurances

Schools agree to implement the following Assurances that are keys to a successful program adoption:

1. **Knowledge of Child Development:** Through training, participants will continue to develop their learning of child growth and development in order to meet the diverse needs of their students.
2. **Planning/Organization/Management:** Given the appropriate strategies for planning, organizing and managing a primary classroom, teachers are able to design a program that meets state/district criteria, differentiates instruction, and maximizes student achievement.
3. **Ongoing Assessment:** Through ongoing collaboration, the EISS Team will use the strategies of observations, anecdotal records, portfolios, and district mandated multiple measures to record student progress on the EISS Standards Based Continuum or the EISS Preschool Continuum.
4. **Educational Team Conferencing:** By using a multi-disciplinary approach, the EISS Team may be comprised of, but not limited to, teacher, psychologist, speech and language specialist, principal, classroom aide, or designate site specialists. In order to support the planning of individualized instruction, all available resource personnel at a school site are to be involved.
5. **School/Family/Community Connection:** By connecting with available outside resources, teachers encourage family education and direct and/or indirect involvement in their classrooms, as well as community support.
6. **Program Evaluation:** Through data collected during the first two years of implementation, participants reflect on program and personal effectiveness.

Dissemination Requirements

Applicant agrees to the following:

1. A team member or members from the granted site who have been actively involved in all phases of the program will attend: Coordinator's Meeting, EISS Basic Training, and the EISS Research Institute during the adopter's first year of implementation.
2. Applicant agrees to release an EISS Advanced Training Participant or an EISS Certified Trainer, up to a maximum of 5 days, during each of the following two school years, for the purpose of training newly adopting classrooms or schools. Costs incurred will be paid by the schools requesting the training activities.
3. Applicant intends to continue implementation of the EISS Program after grant funding ceases with a continued focus on: Long-term EISS goals to enable young children to become successful thinkers and learners; teacher preparation and professional development; and promotion of Professional Learning Communities.

Signature: _____

Erik Biente
EISS Site Coordinator

Date: _____

6/1/07

Signature: _____

Deno Whittington
Authorized Administration Agent

Date: _____

6/1/07

PART II Statement of Needs

A. Why do you need the EISS Grant at your site? (half page)

(Include percentages of AFDC, free and reduced lunches, English Language Learners and ethnicity of your students. Does your school qualify for Title I, III, VII, IX, XI, or other federal funds and on what basis? Do your teachers receive professional development on a regular basis?)

Although our student demographics do not paint a picture of need with only 8.87% of our students qualifying for AFDC/Free and Reduced Lunch, and 4.78% identified as English Language Learners, looking at the subgroups shows a greater need for funding to address STAR test scores in English-Language Arts that place our school second from the bottom of all schools in our district. Only 28.6% of Hispanic/Latino students scored At or Above Proficient - a dramatic 56% lower than our schoolwide score. Our socioeconomically disadvantaged students were 42.5% lower, English Learners 30.8% lower, and Students with Disabilities were 13.2% lower. Test percentages in mathematics were relatively the same. Our Student Ethnicity (American Indian 0.2%, Asian 11.1%, Filipino 1.5%, Hispanic/Latino 10.3%, African American 2.5%, White 73.9%, Multiple/No response 0.5%), also, does not show a substantial need for cross-cultural skills. However, in a district that is known for excellence, our teachers and students need to implement research proven best practices. We have wonderful, supportive families and dedicated, hard-working teachers and support staff. However, we need the EISS Program to help us implement a program that meets the needs of all students. Although teachers receive district professional development during the year, it is primarily based upon the need to communicate information, procedures, changes in state legislation, new instructional materials adoptions, and district developed assessments. Our students and staff need specific, targeted training and are enthusiastic about the possibilities EISS Funding will provide.

B. How does your staff currently collaborate using annual student data to improve student outcomes? (half page)

(Include current types of professional development and learning activities.)

Beginning with formative assessments like STAR test results, along with a variety of summative assessments such as our Harcourt Math Unit Tests, and monthly data collection reports through the MIND Institute's Ji-Ji Program, SMART Progressive (tri-annual) Writing Strategies and Conventions Assessments; small group and differentiated instruction is data driven. Classroom teachers identify lower achieving students for extra assistance by part-time credentialed Accelerated Learning Program teachers based on DRA records, the District Writing Assessment, and other assessments. Jr. Great Books are used to enrich and extend the comprehension skills of higher students, while the Everyone a Reader Program can be used to support both struggling readers and those that need to be challenged. Weekly PLC teams analyze student data, work together to align common formative assessments to state standards, use results to identify individual strengths and weaknesses, monitor student progress, select appropriate instruction to meet student needs. SMART goals are written and are the basis for pursuing measurable performance outcomes. EISS program structure coordinates with what we are presently doing in our PLC teams but would provide us with a more structured, successful, proven action plan.

EISS

Professional Learning Community Implementation Grant Application 2007-2009

PART III School Description (one page)A. Has your site ever received an EISS Grant? ☒ No ☐ Yes If yes, when? _____B. Total number of students enrolled in school 390

C. Names of teachers, administrator, and support staff committed to be trained and implement the EISS Grant (please include assignment or title).

	NAME	TITLE/ASSIGNMENT	GRADE	SIGNATURE
1	Nancy Goodman	Teacher	2	Nancy Goodman
2	Erik Bientke	Teacher	2	Erik Bientke
3	Cristin Ebright	Teacher	2	C. Ebright
4	Lindsay Farmer	Teacher	1	Lindsay Farmer
5	Katherine Weidmann	Teacher	1	Katherine Weidmann
6	Laurie Francis	Principal	K-6	L. Francis
7	Terra Barton	Teacher *	1	Terra Barton
8	Lisa Mullins	Teacher *	1	Lisa Mullins
9	Wendy Chambers	Psychologist	K-6	Wendy Chambers
10	Sophia DeSantis	SPELD Resource Teacher	K-6	Sophia DeSantis
11	Susie Hopper	Technology	K-6	Susie Hopper
12	Nancy Swanberg	Science	K-6	Nancy Swanberg
13	Nicole Nelson	Art	K-6	Nicole Nelson
14	Jodi Neilson	Music	K-6	Jodi Neilson
15	Janet Leutel	Speech/Language	K-6	Janet Leutel

If more than 15 staff, use additional sheet of paper.

D. Total number of staff to attend training 21 ("Training" refers to EISS Basic Training at school site)E. Total number of classrooms to use program 6 * (SHARED CONTRACT)F. Other information that will help grant readers know your site: WE ARE TRULY COMMITTED TO EISS AND PLCs.

EISS

Professional Learning Community Implementation Grant Application 2007-2009

PART III School Description (one page)

A. Has your site ever received an EISS Grant?

☒ No☐ Yes

If yes, when? _____

B. Total number of students enrolled in school 415

C. Names of teachers, administrator, and support staff committed to be trained and implement the EISS Grant (please include assignment or title).

	NAME	TITLE/ASSIGNMENT	GRADE	SIGNATURE
1	Tamara Radford	Instructional	K-6	Tamara Radford
2		Aide		
3	Trudi Smith	Librarian	K-6	Trudi Smith
4	Michelle Chambers	Instructional	K-6	Michelle Chambers
5		(SPED) Aide		
6	Meghan Lake	Instructional	K-6	Meghan Lake
7		(SPED) Aide		
8	Robin Darling	Instructional	K-6	Robin Darling
9		(SPED) Aide		
10	Patty Gold	ELD Aide	K-6	Patricia A. Gold
11				
12				
13				
14				
15				

If more than 15 staff, use additional sheet of paper.

D. Total number of staff to attend training 21 ("Training" refers to EISS Basic Training at school site)E. Total number of classrooms to use program 6

F. Other information that will help grant readers know your site:

PART IV Principal/Site Administrator's Educational Philosophy (one page)

Principal/Site Administrator: Please share your educational philosophy and how EISS funding would support your beliefs (one page or less). Please include a copy of your *School Accountability Report Card, if available.

My educational philosophy is quite simple: *ALL students can be successful and must have their learning needs met at their appropriate instructional level.* This requires a collaborative effort among all staff members, as well as, ongoing formative and informative assessment and meaningful staff development for all teaching and support teams. Instructors must be well versed in a variety of differentiated instructional strategies that can meet the diverse needs of students. All site resources should work in concert to provide for a variety of appropriately targeted standards-based learning opportunities for students. Moreover, it is crucial that the learning environment of the school be structured to provide for increased differentiated learning opportunities (for re-teach, extension, and enrichment).

The school climate must foster a mind set that results in all staff members seeing the success of all children as *their* responsibility. The notion of "your" student should be replaced with "our" student. The term "at-risk" should be replaced with "at promise". And, targeted steps should be in place to ensure the "promised" success. All stakeholders must be included in the shared goal to ensure that all students are successful. This includes the classroom teachers, specialist teachers, Special Needs Department, EL Department and classified support staff. This involves collaborative teaming, co-teaching, vertical teaming and dynamic flexible grouping.

EISS funding is the perfect grant structure to support the above philosophy as it is based on providing targeted staff development that allows for flexible grouping and focused differentiated instruction that meets the needs of all students. It will assist in strengthening our shared PLC vision and build capacity among staff. It will assuredly have a lasting impact on long range teaching and learning at Del Mar Hills Academy. The efforts of this grant will be viable in future years as it is based on teacher training, teaming and replicable staff development and effective models of instruction. EISS will assist in our already established goal to increase differentiated small group instruction and develop a systematic approach for PLC teams to monitor student progress.

EISS funding will also help with establishing focused structures for early intervention. This will positively impact reform efforts at our school site and cultivate a system that values the importance of early success for all students. Primary academic success will assist in establishing solid social development (early on) and provide for positive social interactions that set the tone for the duration of our students' educational careers.

Signature: _____

L. J. Francis

Principal/Site Administrator

Date: _____

5/31/07

* Please see attached SARC; this includes Site Strategic Planning Goals that encompass many of the key points discussed above.

PART V EISS Professional Development Staff Priorities (one page)

Collaboratively, please respond to the following:

Staff development trainings are required for this grant. Explain your top three priorities for expending grant funds over the two-year period. Explain how your grant budget supports your plan.

1. Continue to work as a Professional Learning Community, focusing on the elements of a Sustaining Model Team.
2. Implement a Guided Reading program to support all learners with effective differentiation in their decoding and comprehension skills.
3. Learn how to develop effective rubrics for assessments for commonly utilized instruments, such as Write Source Progress Test and District Grade Level Writing Assessment

Each priority area will develop activities for professional development training, and identify an appropriate method of evaluation. For example, our collaboration for priority #1 resulted in the following:

Activities: Implement weekly practice in writing strategies.

Review sample test questions to ensure curriculum matches the test.

Focus our writing program toward the strategies of writing.

Method of Evaluation

All students will achieve 80% proficiency on the writing strategy section of the standardized test.

Activities: Utilize weekly PLC planning time to analyze student data.

Appropriately group students based on their needs weekly.

Implement weekly practice of word analysis and vocabulary using Mountain Language, Write Source, and supplemental materials.

Method of Evaluation

All students will achieve 80% proficiency on the word analysis and vocabulary development section of the standardized test.

These activities address the following elements of a sustaining model PLC team: 1) the team regards ongoing analysis of student data as a critical element in the teaching and learning process, 2) the team uses results to identify strengths and weaknesses in their individual and collective practices to help students achieve learning outcomes, and 3) The team collectively addresses areas of concern to improve instructional effectiveness as measured by student progress.

Professional development trainings that we have collaboratively identified include a range of free to very expensive trainings to: 1) PLC Conference: Essential Standards by Solution Tree, 2) Project GLAD, 3) Guided Reading Tool Kits by Rigby Reading Strategies Harcourt Achieve, 4) Writer's Workshop presented by SDCOE consultant Michelle Young. All of these are trainings that have received exceptional reviews and we became absolutely giddy just with the possibility of being able to attend as a PLC team!

PART VI Collaboration with Community Partners**A. How do you plan to involve families? (half page)**

We want to introduce the idea of family PLCs to our grade level parents so that they would be apart of our educational community. We could meet at different times of the day on a rotating basis each month so that working parents could also participate. Educational team topics could include strategies for completing homework, setting up a home study center, ideas for scheduling activities, prioritizing skills, arriving to school on time and prepared to learn, importance of good nutrition and exercise, strategies for organization, study skills, etc. We could try different methods and formats for discussing and sharing ideas so that the PLC meetings remain fresh and exciting. For example, small group meetings, each with a facilitator, in a large room would work for topics that needed longer attention times, while numbered tables with a speed dating format would work for generating a brainstorming list to solving the age-old lost book problem or leaving for school without the signed permission slip to go on the field trip. We also have plans to increase our menu of options for communicating with parents to also include the student so that all stakeholders, student, teacher, and parent, all feel respected, important, and valued. Involving the student in the triad allows communication to occur more fluidly between student and parent, student and teacher, and parent and teacher; instead of the more traditional chain of teacher to student to parent to student to teacher, or student to parent to teacher to student to parent. Once families feel that they are a part of the learning community and that their part is just as important as their child's part in responsibility for learning, the families become part of the team, a winning, collaborative team.

B. How do you plan to work with community partners? (half page)

Fortunately, we have a YMCA Boys and Girls Club on our school property. Unfortunately, we have not taken advantage of this partnership in the past. We coexist amicably, but separately, sharing the same students! Although they do not offer a preschool program, they do offer after school kindergarten care (yes, our kindergarten program is still half day), and are providing quality enrichment programs, study hall/tutoring, a computer lab and other activities that are beginning to dovetail nicely with what we do. So our plan is to establish communication, identify common areas of need, and develop a program and a partnership that will be beneficial to our young students. Initial possibilities might be dueling bulletin boards where the same theme is used and the bulletin board in the classroom has the question and the bulletin board at the Boys and Girls Club has the answer! We are also planning on Instituting an Operation School Bell Backpack Give Away Program along with our Family Theme Night in early September when the incentive to come would be the free back-pack filled with school supplies, but while we have the captive audience, we could go over the components of a good study space. Since Back-To-School Supplies are so inexpensive during the summer, we could send our a supply list to all first and second graders with the request to buy two of everything or buy the "Buy One - Get one Free" deals. Then we could have one Family Night when we fill the back-packs, and another Night when we give them away. Another community partnership we are interested in cultivating is the wealth of retired adults who could be encouraged to volunteer in our schools.

PART VII District Support

A. Indicate evidence that key personnel at district or county level clearly support this grant implementation. (half page)

District Superintendent, Tom Bishop, and Assistant Superintendent of Curriculum and Instruction, Janet Bernard, read the EISS first-cycle 2006/2008 grant application that was available in August 2006 with immense interest. The entire district had implemented PLCs during the 2005-06 academic year by training site administrators, district directors, and two key classroom lead teachers from all seven schools during a two day workshop in August 2005, followed by two SIP days in January 2006 when the DuFours conducted professional development trainings at the Del Mar Fairgrounds for the entire district teaching staff, administration, support personnel, and School Board Members.

As excited as our key district personnel were, they wisely decided to provide staff with ample collaboration during the past nine months in order to submit a well-thought out grant application for the second-cycle 2007/2009. It was determined that the two lowest performing schools would apply for two separate grants rather than one larger grant for five reasons: 1) each site would have more flexibility over their site calendars to schedule EISS trainings and coaching sessions, 2) each site's PLC model is unique to their school and separate grants would support the development of each site's PLC model rather than compromise the two, 3) each site has the ability to select their own three top priority need areas, rather than having to compromise between two separate sites whose student population is different in student demographics and subgroup needs, 4) each site would have an EISS Site Coordinator who had a EISS participating classroom of their own and would, therefore, be more actively engaged in the EISS Program adoption and further guarantee its success, and 5) two different district school sites participating as separate EISS models allows for more creative, divergent thinking.

B. Board Approval (half page)

1. Board approval documentation is included:

☐

Yes

☒

No

Documentation may be in the form of Board minutes or a letter from your superintendent attesting to Board approval and attached to application.

2. If the Board meeting is scheduled after the grant deadline, the board meeting date must be submitted:

*Board Meeting Date: June 27, 2007

*With the Board Meeting date noted above, the application will be read with no penalty. Funding of grant application is contingent on receipt of Board Approval.

PART VIII Dissemination Plan

A. Describe your plan to disseminate EISS to other sites/classrooms. (half page)

We are committed to the EISS Trainings and ongoing coaching. Secondly, ALL our teachers at grades one and two are participating so that the PLCs that we have been developing will continue to be productive. Our plans also include the use of teacher substitutes to release expansion kindergarten teachers to observe participating teachers during year two. We also plan to identify all major feeder preschools to our schools and schedule back-and-forth visitations and observations using teacher substitutes to release EISS participating teachers in order to build partnerships, communication, and an exchange of PLC program models and element strategies. Our three- year plan is: Year I - participate and focus on EISS Trainings and coaching, invite expansion grade K to observe, Year II - continue with EISS coaching/trainings, invite expansion grade K to observe, and schedule professional development trainings to support self-identified areas of need, Year III - include expansion grade K in the EISS Program. The very structure and requirements of the EISS Program with its built-in mechanism for dissemination and program replication to other classrooms, grade levels and school sites. By training participating classroom teachers using EISS Certified Coaches and Trainers, the EISS Program maintains rigorous quality and extremely high standards.

B. How do you plan to sustain the EISS Professional Learning Community after funding ceases? (half page)

"Give a man a fish and he eats for a day, Teach a man to fish and he eats for a lifetime."- Old Chinese proverb. The EISS Professional Learning Community Program has been designed to do the latter part of this proverb; we are being taught how to function as a professional learning community. We are learning. We are becoming the coaches. We are being trained. We are not being "handed" something tangible that can disappear; we are gaining intangibles - knowledge, strategies, skills, processes. The EISS funds are paying for us to 1) receive specific, tested, proven professional development training that helps us to understand PLCs better and to become experts, and 2) obtain self-select professional development trainings in specific areas of need that our site PLCs have identified as necessary for the population we instruct and the weaknesses in our own training/knowledge bank. Therefore, the funds will not be necessary after they have done their work. We will have gained the knowledge to sustain the EISS PLCs after the funding ceases. A bit idealistic? Our district will need to provide the time to train others in our district, and they will have to spend professional development funds to pay our EISS Teachers to instruct during those times, but key leaders are committed to the EISS Program and the funds are in the budget to support the program. The district presently has designated two Wednesday afternoons as PLC times and two staff meetings a month as additional times that staff development activities can be scheduled to occur. Additionally, we have a minimum of three optional SIP days to provide professional development trainings in PLC. Our district is solidly behind EISS.

PART IX Budget**A. Budget Explanation and Instructions**

EISS recognizes that some budget changes may need to be made as implementation proceeds. Your financial officer will be asked to submit preliminary and final claim forms. **Any line item change greater than 10% must be requested in writing.** Please call the EISS office at (714) 327-1078 if you have questions regarding a proposed change in your budget.

1. Line Item Accounts: Enter total costs for each line item number in the appropriate column. Please see below for detailed information.
2. Budget needs to be consistent with the amount of funding applied for and approximation of expenses.
3. Budget needs to be complete and adequately detailed.
4. Budget needs to be consistent with plans described and with number of sites involved.

1000 Certificated Salaries

- 1100 Teacher - Stipend fees, if paid to teachers for attendance at trainings
- Substitute teachers - For subs if necessary for trainings
- Support Staff - Stipend fees, if paid to support staff

2000 Classified Salaries

- 2100 Instructional Aides – stipend fees, if paid to aides

3000 Benefits - If Applicable**4000 Books and Supplies**

- 4210 Books, other than textbooks
- 4310 Instructional materials, not including computer hardware
- *4310 Training and assessment materials:
 - EISS Handbook - 1 per classroom required @ \$60 each plus tax & shipping
 - EISS Continuum - 1 set per classroom required @ \$25 for a set of 30 plus tax & shipping
 - EISS Preschool Continuum - 1 set per classroom required @ \$25 for set of 12 plus tax & shipping

5000 Services

- *5800 EISS Trainer's Fee
 - Two trainers are required. Trainers recommended by the EISS office will act as independent contractors, will bill site directly, and charge \$600 per day, per trainer, for two days of training, plus travel and expenses.
- *5800 Coaching fee – \$600 per day, plus travel
- 5210 Travel Expenses
- *5220 EISS Research Institute Fees - \$1,300 per teacher (includes meals and lodging, not including travel)
 - Three-day intensive training for 2 or more participants
- *5220 Administrator's Symposium - \$1,000 (includes meals and lodging, not including travel)
 - Two-day workshop for administrators
- *5851 EISS Office Consultant - \$2,000 (one time expense, year I only)
 - Program Coordinator, technical support, and site visit(s)

7300 Indirect

District approved rate – charged by the district office at District's rate to administrate EISS grant funds. Indirect may be taken on districts actual expenses less retained costs.

**Required Expenditures for Year I*

EISS Professional Learning Community Implementation Grant Application 2007-2009

B. Budget Form

ACCOUNTING CATEGORIES		Year I	Year II	Total Year I & II
1000	Certificated Salaries			
	1100 Teacher	\$ 500	\$ 500	
	1100 Substitute Teachers	\$ 2100	\$ 2400	
	1100 Support Staff	\$	\$	
	1100 Other (specify)	\$	\$	
	<i>Category Subtotal</i>	\$ 2600	\$ 2900	\$ 5500
2000	Classified Salaries			
	2100 Instructional Aides	\$	\$	
	2100 Other (specify)	\$	\$	
	<i>Category Subtotal</i>	\$	\$	\$
3000	Benefits (if applicable)	\$	\$	
	<i>Category Subtotal</i>	\$	\$	\$
4000	Books and Supplies			
	4210 Books, other than textbooks	\$ 250	\$ 307.90	
	4310 Instructional materials	\$ 700	\$ 700	
	4310 Other (specify)	\$ 600	\$ 2225	
	*4310 Training and Assessment materials	\$ 700	\$ 200	
	<i>Category Subtotal</i>	\$ 2250	\$ 3432.90	\$ 5682.90
5000	Services			
	*5800 EISS Trainer's Fee	\$ 3000	\$	
	*5800 Coaching Fee	\$ 2800	\$ 2100	
	5210 Travel	\$ 700	\$	
	*5220 EISS Research Institute	\$ 5200	\$	
	*5220 Administrative Symposium	\$ 1000	\$	
	*5851 EISS Office Consultant	\$ 2000	\$	
	5851 Other (specify)	\$	\$ 3800	
	<i>Category Subtotal</i>	\$ 14,700	\$ 5900	\$ 20600
7300	Indirect (district approved rate less retained costs)	\$ 234.95	\$ 207.16	\$ 442.11
	<i>Total Budget Subtotals</i>	\$ 19,784.95	\$ 10,207	\$30,000
		<i>Year I</i>	<i>Year II</i>	<i>Total Budget</i>

**Required Expenditures for Year I, Optional Year II*

C. Budget Narrative (one page)

Instructions: For each line item (1000, 2000, etc.), explain in a few sentences how the funds will be used in Year I and Year II.

Example: 1000 **Certificated Salaries** Four substitutes will be used for three days at \$100 per day during teacher training, for a total of \$1,200.00.

Year I:

- 1000 Certificated Salaries - \$500 stipend for EISS Site Coordinator to attend training and perform duties of position for Year. Twenty-one substitutes @ \$100 per day used to release seven teachers for three days of teacher training, for a total of \$2600.
- 4000 Books and Supplies - \$250 for PLC books, \$700 for seven \$100 instructional materials mini-grants to support classroom activities, \$700 for required training and assessment materials for a total of \$2250.
- 5000 Services - \$14,000 in required services including travel expenses, plus \$700 in travel expenses for Administrator and site EISS Coordinator to attend required meetings (Symposium, and Site Coordinator's training at OCDE.), for a total of \$14,700.
- 7300 Indirect - \$234.95 @ district's approved rate of 2.07% (less retained costs of \$8,200).

Year II:

- 1000 Certificated Salaries - \$500 stipend for EISS Site Coordinator to attend training and perform duties of position for Year. Twenty-four substitutes @ \$100 per day used to release seven teachers for three days of teacher training, plus six half days to release three kindergarten expansion teachers to observe and receive EISS program training and planning for EISS program strategies and implementation for the fall for \$2400, for a total of \$2900.
- 4000 Books and Supplies - \$307.90 for PLC books, \$700 for seven \$100 instructional materials mini-grants to support classroom activities in grades one and two, \$2225 for Guided Reading Tool Kits, plus \$200 for kindergarten training materials, for a total of \$3432.90.
- 5000 Services - \$2100 in optional services including travel expenses for three days of EISS Coaching, plus \$1575 for workshop fees to attend training in identified areas of need, Project GLAD (7 teachers x \$225 = \$1575) for a total of \$3675.
- 7300 Indirect - \$207.16 @ district's approved rate of 2.07%.

EISS

Professional Learning Community Implementation Grant Application 2007-2009

PART X**EISS Grant Application Receipt Acknowledgment**

An application number will be assigned by the EISS office upon receipt.

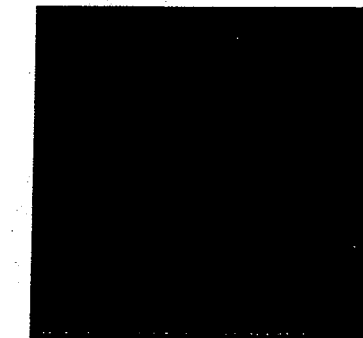
Complete the email information below and we will notify you via email:

Mr. Erik Bienke **ebienke@dmusd.org**

EISS Site Coordinator Name and Email Address – *please type or print clearly*

*If you fail to receive the notification of receipt within fifteen (15) days from the
date of mailing, please call EISS at (714) 327-8180.*

Grant Awards will be posted online at www.eissonline.com after July 2, 2007



WILLIAM M. HABERMEHL
County Superintendent of Schools

School Fact Sheet, 2005-2006

DEL MAR UNION ELEMENTARY SCHOOL DISTRICT

Del Mar Hills Academy of Arts and Sciences

ADDRESS: 14085 Mango Dr., Del Mar, CA 92014 PHONE: (858) 755-9763

PRINCIPAL: Laurie Francis GRADE RANGE: K-6 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	25	29	27
Students per teacher	16	19	20
Average years of teaching experience	8	13	13
Teachers with one or two years of teaching experience	12%	9%	11%
Male teachers	4%	13%	14%
Full credential holders	100%	97%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	3%	2%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of eight years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
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: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 27 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	399	550	542
English learners	5%	30%	32%
Low-income students	9%	48%	57%
Students whose parents attended/graduated college	95%	62%	53%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 21 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Del Mar Union Elementary School District
225 Ninth St.
Del Mar, CA 92014
(858) 755-9301

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.delmarschools.com>

This data is current as of September 2006 but is subject to change. Facts about teachers and students are from the census of early October 2005. Testing data is based on tests taken in the spring of 2006. The CDE issued API and AYP results in August 2006.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—proficient and advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	79%		
Calif. elementary schools	44%		

Math

Our school	82%		
Calif. elementary schools	53%		

Science

Our school	59%		
Calif. elementary schools	32%		

SOURCE: The scores for the California Standards Tests are from the spring 2005 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

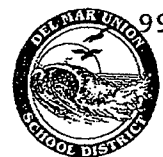
We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 895, compared with 759 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all nine criteria for yearly progress, according to the US Dept. of Education. As a result, we succeeded at making Adequate Yearly Progress. Note that the number of criteria may vary from school to school.

ACADEMIC PERFORMANCE INDEX (API)	AYP
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
Met AYP	Yes
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	Yes
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2005 test cycle. API and AYP current as of September 2006.
* Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.
† Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.



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.

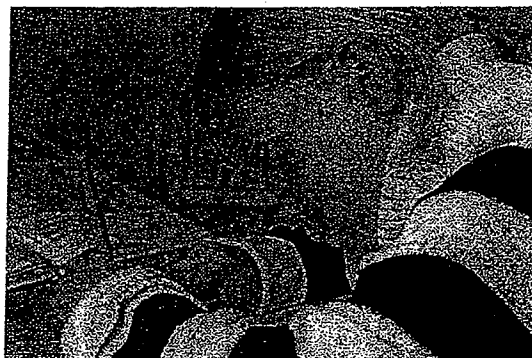
If you have any questions related to this report, please contact the school office.

How to Contact Our School

14085 Mango Dr.
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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PAGE UNDER REVISION

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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.

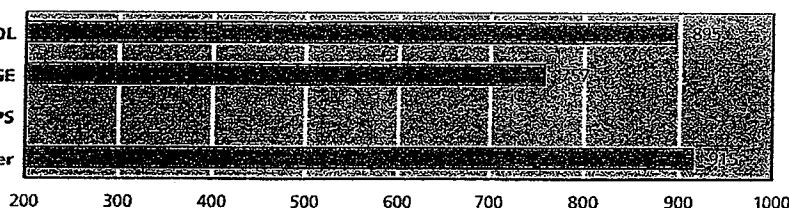
API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	895
Growth attained from prior year	-4
Met subgroup* growth targets	Yes
Underperforming school	No

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

ALL STUDENTS IN THIS SCHOOL
STATE AVERAGE
STUDENT SUBGROUPS
White/Other



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.

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.

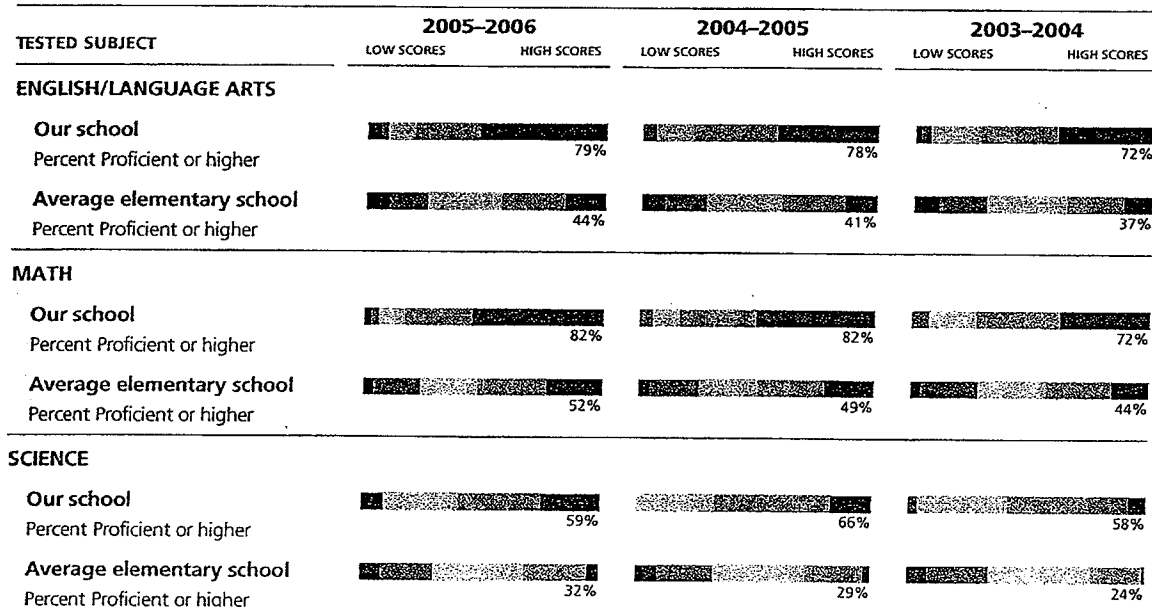
STUDENT ACHIEVEMENT

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	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			84%	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			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.

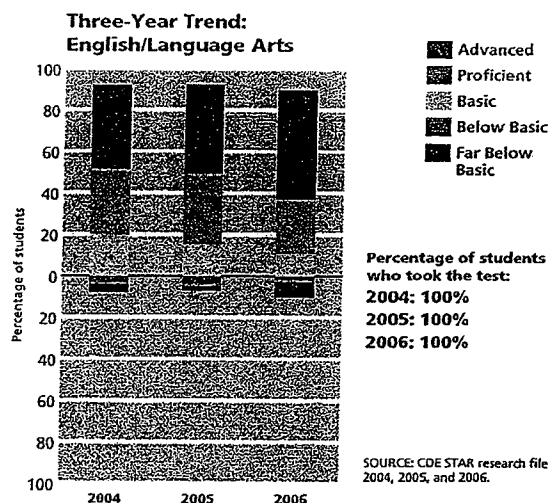
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing 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

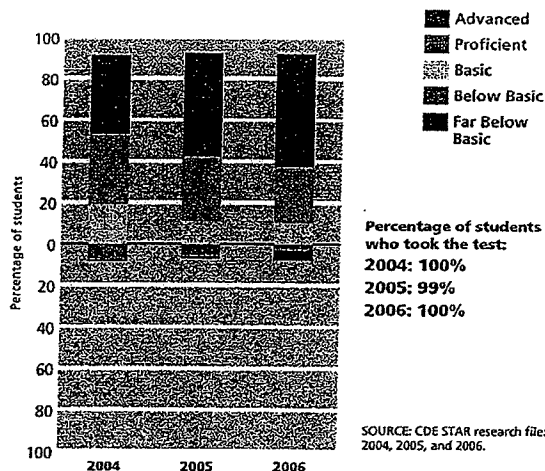
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	155	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			79%	139	
English proficient			83%	283	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups 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.

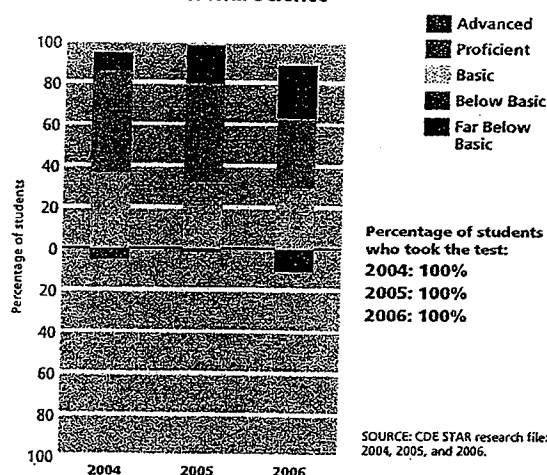
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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.

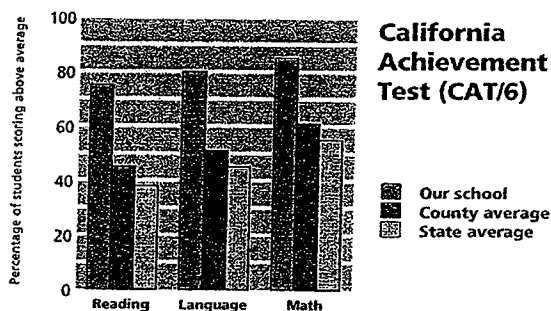
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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	\$138,100	\$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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EISS OFFICE ONLY

Date Received: _____

By: _____

Grant # _____

EISS
APPLICATION FOR
PROFESSIONAL LEARNING COMMUNITY
IMPLEMENTATION GRANT

DUE: FRIDAY, JUNE 1, 2007

CYCLE 2
2007-2009

County: San Diego

District: Del Mar Union School District

School: Sycamore Ridge

EISS Site

Coordinator: Donna Chung

Date

Submitted: May 31, 2007

Board Approved: Yes ☐

 No ☒

Proposed Board Meeting Date: July 25, 2007

RETURN TO:

EARLY INTERVENTION FOR SCHOOL SUCCESS - GRANT APPLICATION

Orange County Department of Education

Attn: Lynn Turner
200 Kalmus Drive
Costa Mesa, CA 92626-9050
(714) 327-8180

EISS Professional Learning Community Implementation Grant Application 2007-2009

**PART I Professional Learning Community Implementation Grant Cover Form
2007/2009 (2 pages)**

All information must be completed. Do not use acronyms. Please type.

1. ☐ Check if this copy contains original signatures.

2. **District Information** (Do not use acronyms.)

Del Mar Union School District	San Diego	
District (Full Name)	County	
Mr. Thomas F. Bishop		
Superintendent (Dr., Ms., Mr.)	Del Mar	92109
225 Ninth Street		
District Mailing Address	City	Zip
858.755.9301	858.755.4361	
District/Phone/Ext.	Fax	

3. **School Information**

Sycamore Ridge School

School (Full Name)	San Diego	92130
5333 Old Carmel Valley Road		
School Mailing Address	City	Zip
858.755.1060	858.755.1258	
School Phone/Ext.	Fax	

School would be described primarily as ☐ Rural ☐ Urban ☒ Suburban

7 Number of classrooms to be involved Number of staff to be trained 15

School schedule ☐ Year round ☒ Traditional

4. **Preschool Information (if applicable)**

School (Full Name)	Preschool Director (Dr., Ms., Mr.)	Site Email
School Mailing Address	City	Zip
School Phone/Ext.	Fax	

School would be described primarily as ☐ Rural ☐ Urban ☐ Suburban

____ Number of classrooms to be involved Number of staff to be trained ____

School schedule ☐ Year round ☐ Traditional

EISS Professional Learning Community Implementation Grant Application 2007-2009

5. **EISS Site Coordinator Information** (This person will be responsible for receiving and distributing EISS information. Please include site and home address, phone, and email information).

Ms. Donna Chung	2nd grade Classroom Teacher	Sycamore Ridge
Name (Dr., Ms., Mr.)	Title	Site
5333 Old Carmel Valley Road	San Diego	92130
Mailing Address	City	Zip
858.755.1060/Ext. 3822	dchung@dmusd.org	858.755.1258
Daytime Phone/Ext.	Site Email	Fax
7405 Charmant Drive #2028	San Diego	92122
Home Address	City	Zip
646.831.1404	donnayun@gmail.com	
Home Phone	Home Email	

6. **Grant Writer Information** (if other than EISS Site Coordinator)

Ms. Grace Hauseur	Teacher on Special Assignment	858.755.1258
Name (Dr., Ms., Mr.)	Title	Fax
858.755.1060/Ext. 3881	ghauseur@dmusd.org	
Daytime Phone/Ext.	Site Email	

7. **District Personnel authorized to establish budget, monitor claims, and process claim forms**

Mrs. Dena Whittington	Assistant Superintendent of Business Services	858.755.4361
Name (Dr., Ms., Mr.)	Title	Fax
225 Ninth Street	Del Mar	92014
Mailing Address	City	Zip
858.755.9301/Ext. 3695	dwhittington@dmusd.org	
Daytime Phone/Ext.	Site Email	

8. **Certification**

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached Assurances are accepted as the basic conditions in the operation of the Early Intervention for School Success Program for replication and dissemination purposes. I understand that full funding of the grant is dependent upon completion of the program requirements as described in the Assurances.

Mrs. Dena Whittington	Assistant Superintendent of Business Services
-----------------------	---

Authorized Administrative Agent (Dr., Ms., Mr.)

Title

Dena Whittington

6/1/09

Signature

Date

Assurances

Schools agree to implement the following Assurances that are keys to a successful program adoption:

1. **Knowledge of Child Development:** Through training, participants will continue to develop their learning of child growth and development in order to meet the diverse needs of their students.
2. **Planning/Organization/Management:** Given the appropriate strategies for planning, organizing and managing a primary classroom, teachers are able to design a program that meets state/district criteria, differentiates instruction, and maximizes student achievement.
3. **Ongoing Assessment:** Through ongoing collaboration, the EISS Team will use the strategies of observations, anecdotal records, portfolios, and district mandated multiple measures to record student progress on the EISS Standards Based Continuum or the EISS Preschool Continuum.
4. **Educational Team Conferencing:** By using a multi-disciplinary approach, the EISS Team may be comprised of, but not limited to, teacher, psychologist, speech and language specialist, principal, classroom aide, or designate site specialists. In order to support the planning of individualized instruction, all available resource personnel at a school site are to be involved.
5. **School/Family/Community Connection:** By connecting with available outside resources, teachers encourage family education and direct and/or indirect involvement in their classrooms, as well as community support.
6. **Program Evaluation:** Through data collected during the first two years of implementation, participants reflect on program and personal effectiveness.

Dissemination Requirements

Applicant agrees to the following:

1. A team member or members from the granted site who have been actively involved in all phases of the program will attend: Coordinator's Meeting, EISS Basic Training, and the EISS Research Institute during the adopter's first year of implementation.
2. Applicant agrees to release an EISS Advanced Training Participant or an EISS Certified Trainer, up to a maximum of 5 days, during each of the following two school years, for the purpose of training newly adopting classrooms or schools. Costs incurred will be paid by the schools requesting the training activities.
3. Applicant intends to continue implementation of the EISS Program after grant funding ceases with a continued focus on: Long-term EISS goals to enable young children to become successful thinkers and learners; teacher preparation and professional development; and promotion of Professional Learning Communities.

Signature: _____

EISS Site Coordinator

Date: _____

6/11/07

Signature: _____

Authorized Administration Agent

Date: _____

6/11/07

PART II Statement of Needs

A. Why do you need the EISS Grant at your site? (half page)

(Include percentages of AFDC, free and reduced lunches, English Language Learners and ethnicity of your students. Does your school qualify for Title I, III, VII, IX, XI, or other federal funds and on what basis? Do your teachers receive professional development on a regular basis?)

Our school's Adequate Yearly Progress Chart (2005-06) indicates that our school had the lowest percentage of students "At or Above Proficient" in English-Language Arts in our District, and the second lowest percentage of students "At or Above Proficient" in Mathematics. Subgroup percentages in English-Language Arts are more disheartening: Compared to our Schoolwide percentage, subgroup scores were lower by - 35.9% Hispanic/ Latino, 23.8% Socioeconomically Disadvantaged, 44.3% English Language Learners, 36.5% Students with Disabilities. Our need is significant when the scores of subgroups at our highest performing school are considered - Hispanic/Latino 94.7%, English Language Learners 80%, Students with Disabilities 76.9%. Our district tells parents that students receive the same, high quality educational program at all seven schools. California Business for Education Excellence, founded in 1999 to restore educational excellence in California schools, stated that "Unfortunately, schools are still only recognized for the school wide API score, and not held accountable for the performance of the subgroups of students, the breakdown of groups of students by ethnicity, and by socioeconomic, English learner, and disabled student status." We want to be accountable for our subgroups lack of achievement even though our schoolwide 921 API score is enviable; our low achieving subgroups of students need us to learn how to reach and teach them better. An EISS Grant will help us to do this. Our school qualifies for Title I and Title III funds based on our AFDC/free and reduced lunch percentage of 13.6%, and English Language Learners of 14.6%. School Ethnicity: Asian 30%, Pacific Islander 0.5%, Filipino 4.2%, Hispanic/Latino 9.7%, African American 1.6%, White 51.6%, Multiple/No response 2.4%. Although teachers receive district professional development during the year, it is primarily based upon the need to communicate information, procedures, changes in state legislation, new instructional materials adoptions, and district developed assessments.

B. How does your staff currently collaborate using annual student data to improve student outcomes? (half page)

(Include current types of professional development and learning activities.)

We meet in grade level PLC Teams the first week of school to review annual student data from the year before to analyze group and individual strengths and areas of weakness to determine 1) what needs to be taught/retaught prior to the introduction of new standards, 2) adjust the general year's calendar of when to introduce which standards, 3) identify general patterns of deficit, and 4) write Stull Bill goals and objectives to correct these deficits. Student data collection is ongoing. PLCs assist teachers with ongoing analysis of data collected from a variety of sources to inform daily instruction, collectively addressing areas of concern to improve instructional effectiveness. Current types of professional development and learning activities include, 9/6/06 - Standards, grade level integration, review/revise norms (Data and Assessment Comm), 9/20/06 - PLC Implementation Workshop: From Vision to Action (Create Action Steps), 10/4/06 - PLC Team Planning based on Test data/goals (Data and Assessment Comm), 12/6/06 - PLC Team's 1st Triennial Learning Log, 2/7/07 - District Writing Assessment Scoring Session, 2/21/07 - Next Steps based on Writing Assessment results, 3/7/07 - Best practice identification/sharing, 3/21/07 - Houghton Mifflin Wkshp: Phonemic Awareness/Decoding: Sound Spelling Cards (Karen Wagner, SDCOE), 4/4/07 - Vertical articulation of 2nd Triennial goals, 5/16/07 - Victories and Learnings 3rd Triennial Goals

PART III School Description (one page)

A. Has your site ever received an EISS Grant?

☒ No☐ Yes

If yes, when? _____

B. Total number of students enrolled in school 390

C. Names of teachers, administrator, and support staff committed to be trained and implement the EISS Grant (please include assignment or title).

	NAME	TITLE/ASSIGNMENT	GRADE	SIGNATURE
1	Emily Disney	Principal		Emily Disney
2	Donna Chung	2nd grade teacher	Teacher	Donna Chung
3	Audrey Schengele	2nd grade teacher		Audrey Schengele
4	Andrea Shea	2nd grade teacher		Andrea Shea
5	Leslie Johnson	2nd grade teacher		Leslie Johnson
6	Traci Waxman	1st grade teacher		Traci Waxman
7	Alicia Saunders	1st grade		Alicia Saunders
8	Monique Matthews	1st grade		Monique Matthews
9	Sarah Graham	RSP Teacher		Sarah Graham
10	Nellie Wheat	ELL Aide		Nellie Wheat
11	~~Parent~~ Janet Leuter	Sp. Pathologist		JANET LEUTER
12	Richard Griswold	School Psychologist		Richard Griswold
13	Irene Halliday	Library Specialist		I. Halliday
14	Jennifer Steinman	Technology Teacher		Jennifer Steinman
15	Jennifer Luce	Art/Science Specialist		Jennifer Luce

If more than 15 staff, use additional sheet of paper.

D. Total number of staff to attend training 15 ("Training" refers to EISS Basic Training at school site)E. Total number of classrooms to use program 7F. Other information that will help grant readers know your site: **WE ARE DEDICATED !**

PART IV Principal/Site Administrator's Educational Philosophy (one page)

Principal/Site Administrator: Please share your educational philosophy and how EISS funding would support your beliefs (one page or less). Please include a copy of your School Accountability Report Card, if available.

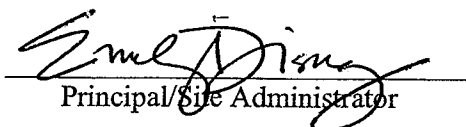
An effective school leader is an advocate for professional learning. Teachers within a school should be the natural constituency of professional learning. They not only benefit directly from the learning, but because of their intimate involvement, they understand how the professional learning works, why it's important, and they experience the results firsthand. More than anyone, the educators within a school know the value of professional development. Many wish the experiences and trainings offered could be better, but they seldom take action to support or demand high quality professional learning. Typically classroom teachers have almost no impact on decisions about learning experiences in which they participate. Roland Barth. 2001 states, "Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I've yet to see schools where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward... Teachers and students go hand in hand as learners-or they don't go at all." I truly believe that this quote epitomizes my educational philosophy as a former classroom teacher, and as a current administrator.

A grant from EISS will allow the early elementary Sycamore Ridge Educators to have an impact on the learning experiences in which they participate. Collaborative interactions, adult learning and student learning must be driven by a focus on capacity building and excellence. This is evidenced by an ongoing analysis of factors that contribute to student success and evidenced by teaching teams examining student work and other sources of performance data as a vibrant source of information about needed intervention strategies and a source of content/processes for designing and implementing high-quality, daily-learning experiences. In this way, student learning, driven by collaborative capacity building becomes the filter for all interactions, decisions and actions.

There are, of course, trainings, staff developers and committee groups paid for by the school system to develop, coordinate and provide professional development. Teachers engage in these learning experiences because they are required to do so. However, the funds from EISS allow teachers, paraprofessionals, the principal and other relevant school personnel to collaborate about the planning of the professional development activities from the initial stages of the application and ongoing during the two-year cycle with the expectation to disseminate and extend the program after funding ceases. Teachers should and need to become the constituency for high quality professional development as the best strategy for raising student performance; EISS funds dramatically promote this with clear vision, goals and objectives. We are committed to the mission of EISS.

Our School Accountability Report Card (Year 2005 - 2006 adopted/approved by Del Mar Union School Board on May 25, 2007 is attached and placed after application Part X - page 29).

Signature:



Principal/Site Administrator

Date:

5/30/2007

PART V EISS Professional Development Staff Priorities (one page)

Collaboratively, please respond to the following:

Staff development trainings are required for this grant. Explain your top three priorities for expending grant funds over the two-year period. Explain how your grant budget supports your plan.

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. To this end we have identified our three top priorities that EISS funds will be budgeted to improve student achievement and results as 1) working toward maximizing our site's Professional Learning Community model, 2) improving student literacy, and 3) increasing student writing fluency and developing expository writing skills.

To accomplish this we have written three Targeted Goals:

- 1) Follow-up/Introductory PLC training will be scheduled for in-service days at the beginning of each academic year as a way to refresh prior staff members and to introduce/train new staff members to our site's PLC model. PLC "coaches" (returning Sycamore Ridge teachers who are willing to train new staff members) will provide support to new staff members after the initial training is over and throughout the year. A survey will be created and administered during the first staff meeting of each year to establish specific areas for additional professional training needs for each team in the three priority areas (i.e. data collection, formative vs. summative assessments, reading comprehension, Six Traits of Writing). The information will be used to plan a specific calendared plan for staff development sessions. An additional benefit of the survey will be the identification of individual staff member's areas of expertise which can then be used to establish opportunities for peer observations and peer coaching.
- 2) 90% of the class will score a 6 or higher in first grade or a 12 or higher in second grade on the comprehension section of the Houghton & Mifflin Reading Summative Test, by the end of May 2008.
- 3) 90% of the class will achieve a score of 3 in content and a score of 3 in conventions on the Del Mar Union Grade Level Writing Rubrics by May 2008.

The grant budget we are submitting supports all three priority areas by providing:

1. EISS Basic Implementation Training and coaching to support data collection and our three priority areas: PLC development, Literacy, Writing.
2. Professional Library Books (PLC, Literacy, Language Acquisition, Reading Instruction)
3. Administrator's Symposium to stimulate our site administrator with current research, best practices, networking, and support as an educational leader
4. Research Institute to stimulate our classroom teachers to become experts in current research, best practices, and return as site facilitators/trainers to introduce new methods, strategies, programs.
5. Funds for substitute teachers to provide release time for peer coaching, peer observation, attendance in professional development trainings in self-identified areas of need, reflection, planning.
6. Funds to hire consultants to provide professional development trainings: Project GLAD, Language and Literature Training, Houghton Mifflin Training, Assessment and Observation - data to drive daily instruction.

PART VI Collaboration with Community Partners**A. How do you plan to involve families? (half page)**

Sycamore Ridge's plan to actively involve families begins with Back-to-School Night which is scheduled during the first week of September. During this evening families are encouraged to support their students' mastery of standards by clearly understanding what their role is, what the school's role is, and what the student's role is. By establishing a trusting relationship and open communication, students feel safe to take risks and challenge their abilities. The focus is on learning and the process of learning. This triad of support determines whether optimal student success is achieved. Family Theme Nights that focus on shared learning as a fun, entertaining, and enjoyable experience will be creatively pursued, developed, and implemented. We have brainstormed the following list of possibilities and will ask families at Back-to-School Night to identify which six they would be most interested in participating during the year and how frequently they would want these events to occur: monthly, bi-monthly? Readers' Theater, Storytelling, Writer's Workshop, Create a Story, Sentence Starter Round Robin, Fractured Fairy Tales, Believe It or Not, You write It & I'll read It, Technology Night at the Apple Store, Pajama Time at the Library, Author's Tea, Hot Chocolate and Tall Tales, Are You Smarter Than a Second Grader?, Twenty Questions, Online Fun and Games. Besides these Family Theme Nights, we brainstormed strategies to reinforce the families' role that is described during Back-to-School Night, e.g. Notes Home, Phone Calls, emails, weekly newsletters, teacher blogs, 30 sec. mini-conferences at morning drop-off or afternoon pick-up. The key to family involvement is having a plan, letting everyone know that their involvement is important and appreciated, and being creative, organized, and fun.

B. How do you plan to work with community partners? (half page)

We are a new school located amongst many housing developments; our doors opened in August 2005, in a newly developing community with houses being constructed in phases. Although our school capacity is 750 students, we are presently at an enrollment of 390 kindergarten through sixth grade students. Shopping Centers that are planned will not begin construction for another year or two, so we do not have convenient access to community partners. Our best community partners have been the three local high schools, all within less than 1.7 miles. We have a Study Buddy After School Program in place that is coordinated by our PTA. Two sessions of once a week for eight weeks are offered. Teachers select students who they feel will benefit from teenage role models, companions, tutors. The forty-five minute sessions are broken into two parts: a 15 minute snack and play time, and a 30 minute tutor session. Presently, Study Buddies help students with any homework that has been assigned. We plan to develop the Study Buddy Program into a "GLAD Study Buddy Program" to assist our English Learners with additional activities and time to practice the language that they are struggling to acquire. The reinforcement of having a motivating high school leader working one-on-one with English Learners will catapult even the shyest of students to want to interact and converse with their GLAD Study Buddy!

PART VII District Support

A. Indicate evidence that key personnel at district or county level clearly support this grant implementation. (half page)

District Superintendent, Tom Bishop, and Assistant Superintendent of Curriculum and Instruction, Janet Bernard, read the EISS first-cycle 2006/2008 grant application that was available in August 2006 with immense interest. The entire district had implemented PLCs during the 2005-06 academic year by training site administrators, district directors, and two key classroom lead teachers from all seven schools during a two day workshop in August 2005, followed by two SIP days in January 2006 when the DuFours conducted professional development trainings at the Del Mar Fairgrounds for the entire district teaching staff, administration, support personnel, and School Board Members.

As excited as our key district personnel were, they wisely decided to provide staff with ample collaboration during the past nine months in order to submit a well-thought out grant application for the second-cycle 2007/2009. It was determined that the two lowest performing schools would apply for two separate grants rather than one larger grant for five reasons: 1) each site would have more flexibility over their site calendars to schedule EISS trainings and coaching sessions, 2) each site's PLC model is unique to their school and separate grants would support the development of each site's PLC model rather than compromise the two, 3) each site has the ability to select their own three top priority need areas, rather than having to compromise between two separate sites whose student population is different in student demographics and subgroup needs, 4) each site would have an EISS Site Coordinator who had a EISS participating classroom of their own and would, therefore, be more actively engaged in the EISS Program adoption and further guarantee its success, and 5) two different district school sites participating as separate EISS models allows for more creative, divergent thinking.

B. Board Approval (half page)

1. Board approval documentation is included:

☐

Yes

☒

No

Documentation may be in the form of Board minutes or a letter from your superintendent attesting to Board approval and attached to application.

2. If the Board meeting is scheduled after the grant deadline, the board meeting date must be submitted:

*Board Meeting Date: June 27, 2007

*With the Board Meeting date noted above, the application will be read with no penalty. Funding of grant application is contingent on receipt of Board Approval.

PART VIII**Dissemination Plan****A. Describe your plan to disseminate EISS to other sites/classrooms. (half page)**

The very structure and requirements of the EISS Program has a built-in mechanism for dissemination and program replication to other classrooms, grade levels and school sites. By training participating classroom teachers by EISS Coaches and Trainers, the EISS Program maintains rigorous quality and controlled high standards. We are committed to the EISS Trainings and ongoing coaching. Our budget reflects this by committing to continuing EISS Trainings and coaching during the optional year II. Secondly, ALL our teachers at grades one and two are participating so that the PLCs that we have been developing continue to be productive. Our plans also include the use of teacher substitutes to release expansion kindergarten teachers to observe participating teachers during both years. We also plan to identify all major feeder preschools to our schools and schedule back-and-forth visitations and observations using teacher substitutes to release EISS participating teachers in order to build partnerships, communication, and an exchange of PLC program models and element strategies. Our four year plan is: Year I - participate and focus on EISS Trainings and coaching, invite expansion grade K to observe, Year II - continue with EISS optional trainings, invite expansion grade K to observe, and schedule professional development trainings to support self-identified areas of need, Year III - include expansion grade K in the EISS Program, Year IV - disseminate EISS to other sites (preschools, and district schools).

B. How do you plan to sustain the EISS Professional Learning Community after funding ceases? (half page)

The well known Chinese proverb works well here: "Give a man a fish and he eats for a day, Teach a man to fish and he eats for a lifetime." The EISS Professional Learning Community Program has been designed to do the latter part of this proverb; we are being taught how to function as a professional learning community. We are learning. We are becoming the coaches. We are being trained. We are not being "handed" something tangible that can disappear; we are gaining intangibles - knowledge, strategies, skills, processes. The EISS funds are paying for us to 1) receive specific, tested, proven professional development training that helps us to understand PLCs better and to become experts, and 2) obtain self-select professional development trainings in specific areas of need that our site PLCs have identified as necessary for the population we instruct and the weaknesses in our own training/knowledge bank. Therefore, the funds will not be necessary after they have done their work. We will have gained the knowledge to sustain the EISS PLCs after the funding ceases. A bit idealistic? Our district will need to provide the time to train others in our district, and they will have to spend professional development funds to pay our EISS Teachers to instruct during those times, but key leaders are committed to the EISS Program and the funds are in the budget to support the program. The district presently has designated two Wednesday afternoons as PLC times and two staff meetings a month as additional times that staff development activities can be scheduled to occur. Additionally, we have a minimum of three optional SIP days to provide professional development trainings in PLC. Our district is solidly behind EISS.

PART IX Budget**A. Budget Explanation and Instructions**

EISS recognizes that some budget changes may need to be made as implementation proceeds. Your financial officer will be asked to submit preliminary and final claim forms. **Any line item change greater than 10% must be requested in writing.** Please call the EISS office at (714) 327-1078 if you have questions regarding a proposed change in your budget.

1. Line Item Accounts: Enter total costs for each line item number in the appropriate column. Please see below for detailed information.
2. Budget needs to be consistent with the amount of funding applied for and approximation of expenses.
3. Budget needs to be complete and adequately detailed.
4. Budget needs to be consistent with plans described and with number of sites involved.

1000 Certificated Salaries

- 1100 Teacher - Stipend fees, if paid to teachers for attendance at trainings
- Substitute teachers - For subs if necessary for trainings
- Support Staff - Stipend fees, if paid to support staff

2000 Classified Salaries

- 2100 Instructional Aides – stipend fees, if paid to aides

3000 Benefits - If Applicable**4000 Books and Supplies**

- 4210 Books, other than textbooks
- 4310 Instructional materials, not including computer hardware
- *4310 Training and assessment materials:
 - EISS Handbook - 1 per classroom required @ \$60 each plus tax & shipping
 - EISS Continuum - 1 set per classroom required @ \$25 for a set of 30 plus tax & shipping
 - EISS Preschool Continuum - 1 set per classroom required @ \$25 for set of 12 plus tax & shipping

5000 Services

- *5800 EISS Trainer's Fee
 - Two trainers are required. Trainers recommended by the EISS office will act as independent contractors, will bill site directly, and charge \$600 per day, per trainer, for two days of training, plus travel and expenses.
- *5800 Coaching fee – \$600 per day, plus travel
- 5210 Travel Expenses
- *5220 EISS Research Institute Fees - \$1,300 per teacher (includes meals and lodging, not including travel)
 - Three-day intensive training for 2 or more participants
- *5220 Administrator's Symposium - \$1,000 (includes meals and lodging, not including travel)
 - Two-day workshop for administrators
- *5851 EISS Office Consultant - \$2,000 (one time expense, year I only)
 - Program Coordinator, technical support, and site visit(s)

7300 Indirect

District approved rate – charged by the district office at District's rate to administrate EISS grant funds. Indirect may be taken on districts actual expenses less retained costs.

**Required Expenditures for Year I*

EISS Professional Learning Community Implementation Grant Application 2007-2009

B. Budget Form

ACCOUNTING CATEGORIES		Year I	Year II	Total Year I & II
1000	Certificated Salaries			
	1100 Teacher	\$ 500	\$ 500	
	1100 Substitute Teachers	\$ 3300	\$ 4400	
	1100 Support Staff	\$	\$	
	1100 Other (specify)	\$	\$	
	<i>Category Subtotal</i>	\$ 3800	\$ 4900	\$ 8700
2000	Classified Salaries			
	2100 Instructional Aides	\$	\$	
	2100 Other (specify)	\$	\$	
	<i>Category Subtotal</i>	\$	\$	\$
3000	Benefits (if applicable)	\$	\$	
	<i>Category Subtotal</i>	\$	\$	\$
4000	Books and Supplies			
	4210 Books, other than textbooks	\$ 300	\$ 500	
	4310 Instructional materials	\$ 700	\$ 900	
	4310 Other (specify)	\$	\$	
	*4310 Training and Assessment materials	\$ 700	\$	
	<i>Category Subtotal</i>	\$ 1700	\$ 1400	\$ 3100
5000	Services			
	*5800 EISS Trainer's Fee	\$ 3000	\$	
	*5800 Coaching Fee	\$ 2100	\$ 2100	
	5210 Travel	\$ 600	\$ 400	
	*5220 EISS Research Institute	\$ 2600	\$	
	*5220 Administrative Symposium	\$ 1000	\$ 1000	
	*5851 EISS Office Consultant	\$ 2000	\$	
	5851 Other (specify)	\$	\$ 3225	
	<i>Category Subtotal</i>	\$ 11,300	\$ 6425	\$ 17,725
7300	Indirect (district approved rate less retained costs)	\$ 231.84	\$ 242.71	\$ 474.55
	<i>Total Budget Subtotals</i>	\$ 17,031.84	\$ 12,967.71	\$ 29,999.55
		<i>Year I</i>	<i>Year II</i>	<i>Total Budget</i>

**Required Expenditures for Year I, Optional Year II*

C. Budget Narrative (one page)

Instructions: For each line item (1000, 2000, etc.), explain in a few sentences how the funds will be used in Year I and Year II.

Example: 1000 **Certificated Salaries** Four substitutes will be used for three days at \$100 per day during teacher training, for a total of \$1,200.00.

Year I:

- 1000 **Certificated Salaries** - \$500 stipend for EISS Site Coordinator to attend training and perform duties of position for Year. Thirty-three substitutes @ \$100 per day used to release seven teachers for four days of teacher training, plus ten half days to release three kindergarten expansion teachers to observe EISS program triennially (once every three months, for a total of \$3800.
- 4000 **Books and Supplies** - \$300 for PLC books, \$700 for seven \$100 instructional materials mini-grants to support classroom activities, \$700 for required training and assessment materials for a total of \$1700.
- 5000 **Services** - \$10,700 in required services including travel expenses, plus \$600 in travel expenses for Administrator and site EISS Coordinator to attend required meetings (Symposium and Site Coordinator's training at OCDE.)
- 7300 **Indirect** - \$231.84 @ district's approved rate of 2.07% (less retained costs of \$5,600).

Year II:

- 1000 **Certificated Salaries** - \$500 stipend for EISS Site Coordinator to attend training and perform duties of position for Year. Forty-four substitutes @ \$100 per day used to release seven teachers for five days of teacher training, plus eighteen half days to release three kindergarten expansion teachers to observe and receive EISS program training and planning for EISS program strategies and implementation for the fall (once every other month, for a total of \$8700.
- 4000 **Books and Supplies** - \$500 for PLC books, \$900 for two \$450 instructional materials mini-grants to support classroom activities in grades one and two, for a total of \$1400.
- 5000 **Services** - \$2100 in optional services including travel expenses for three days of EISS Coaching, plus \$400 in travel expenses for optional Administrator Symposium, and \$3225 for workshop fees to attend training in identified area of need, Project GLAD (7 teachers x \$225 + \$1575), Houghton Mifflin (7 teachers - \$75 transportation/mileage), Language and Literacy (7 teachers @ \$200 - \$1400), Writing Assessments (2 Teachers @ \$30 = \$60 plus \$15 for mileage/transportation) trainings at SDCOE, for a total of \$6425
- 7300 **Indirect** - \$242.71 @ district's approved rate of 2.07% (less retained costs of \$1,000).

EISS

Professional Learning Community Implementation Grant Application 2007-2009

PART X**EISS Grant Application Receipt Acknowledgment**

An application number will be assigned by the EISS office upon receipt.

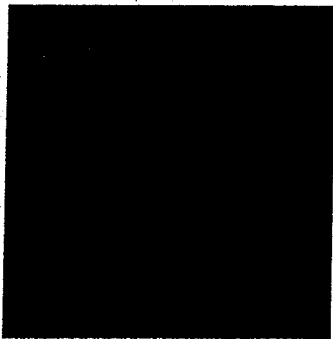
Complete the email information below and we will notify you via email:

Donna Chung**dchung@dmusd.org**

EISS Site Coordinator Name and Email Address – *please type or print clearly*

If you fail to receive the notification of receipt within fifteen (15) days from the date of mailing, please call EISS at (714) 327-8180.

Grant Awards will be posted online at www.eissonline.com after July 2, 2007



WILLIAM M. HABERMEHL
County Superintendent of Schools

Sycamore Ridge School

ADDRESS: 5333 Old Carmel Valley R.d., San Diego, CA 92130 **PHONE:** (858) 755-1060

PRINCIPAL: Emily Disney **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	22	29	27
Students per teacher	14	19	20
Average years of teaching experience	9	13	13
Teachers with one or two years of teaching experience	27%	9%	11%
Male teachers	5%	13%	14%
Full credential holders	100%	97%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	3%	2%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of nine years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
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: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 23 students. Our average class size for all classes schoolwide is 18 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	306	550	542
English learners	12%	30%	32%
Low-income students	13%	48%	57%
Students whose parents attended/graduated college	93%	62%	53%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 36 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Del Mar Union Elementary School District
225 Ninth St.
Del Mar, CA 92014
(858) 755-9301

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.delmarsschools.com>

This data is current as of September 2006 but is subject to change. Facts about teachers and students are from the census of early October 2005. Testing data is based on tests taken in the spring of 2006. The CDE issued API and AYP results in August 2006.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—proficient and advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	78%	
Calif. elementary schools	44%	

Math

Our school	84%	
Calif. elementary schools	53%	

Science

Our school	65%	
Calif. elementary schools	32%	

SOURCE: The scores for the California Standards Tests are from the spring 2006 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 921, compared with 759 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups¹ of students. We met all 13 criteria for yearly progress, according to the US Dept. of Education. As a result, we succeeded at making Adequate Yearly Progress. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	N/A	Met AYP	Yes
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API score	921	Met schoolwide test score goals	Yes
Growth attained from prior year	N/A	Met subgroup* test participation rate	Yes
Met subgroup growth targets	N/A	Met subgroup* test score goals	Yes
Underperforming school*	No	Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2006 test cycle. API and AYP current as of September 2006.
 *Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.
 †Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.



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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ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

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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.

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

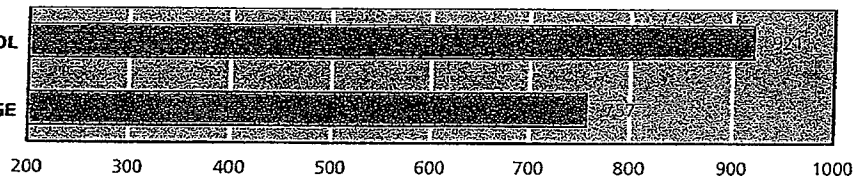
SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*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

ALL STUDENTS IN THIS SCHOOL

STATE AVERAGE



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.

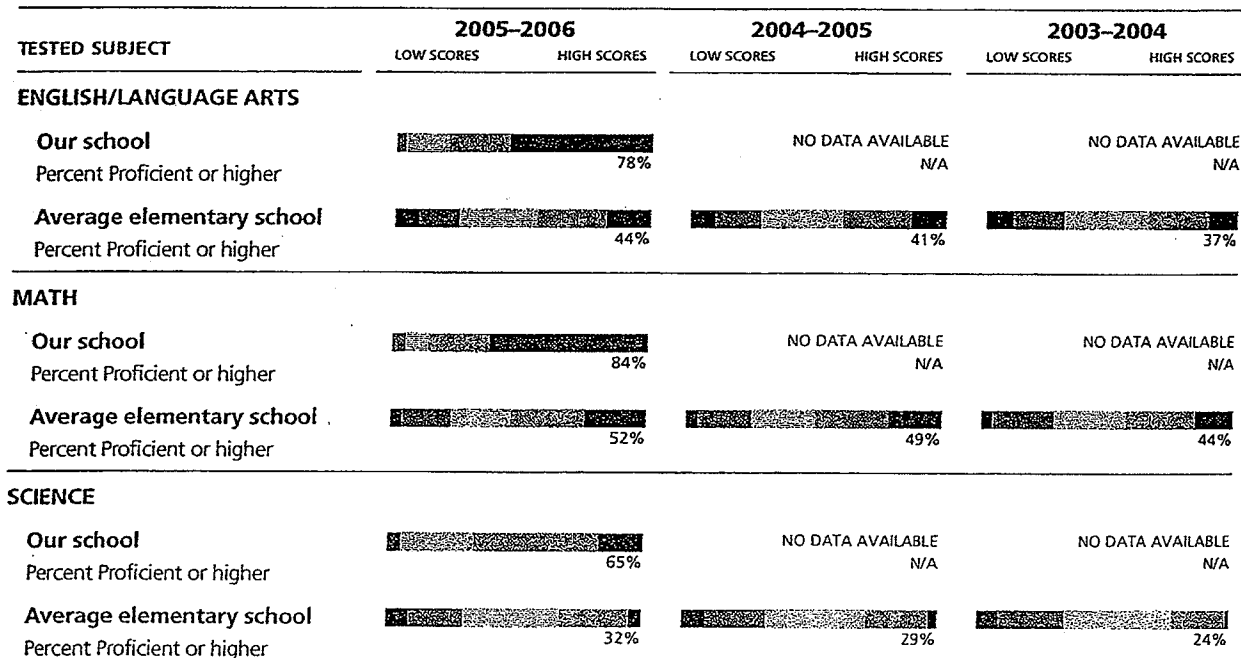
STUDENT ACHIEVEMENT

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.

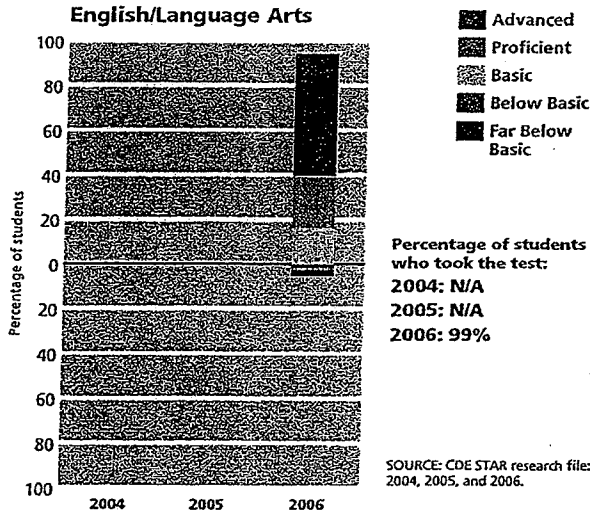
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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.

**Three-Year Trend:
English/Language Arts**



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	

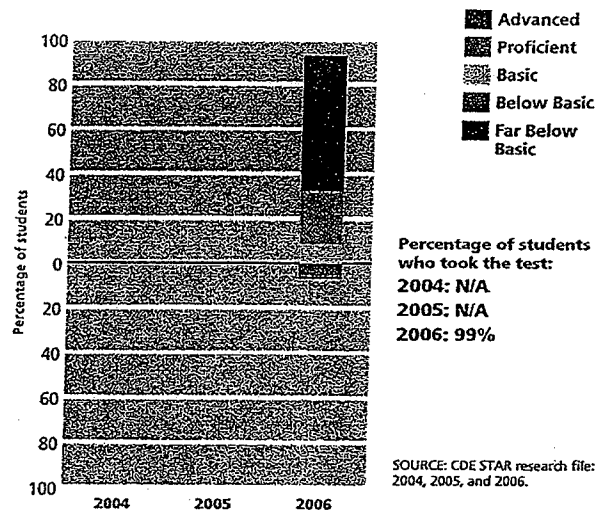
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing 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	

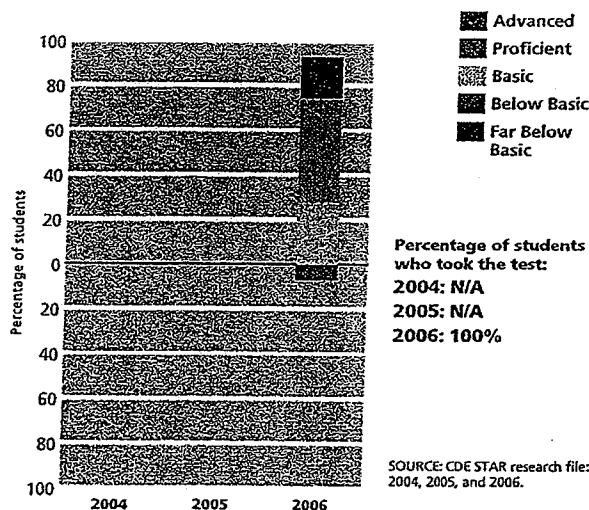
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing 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.

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)	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.

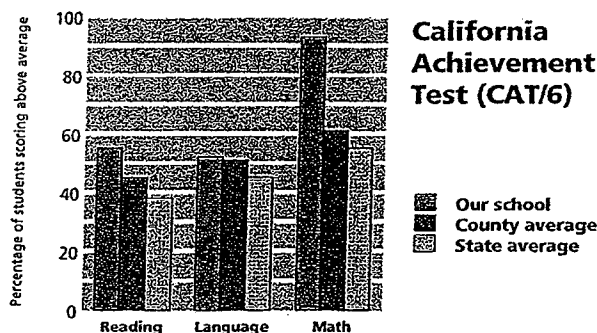
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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	\$138,100	\$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.

July 25, 2007

To: Board Members

From: Tom Bishop

Subject: Approval, Waiver of Article 13 (Hours of Employment) from DMCTA members at Sycamore Ridge School

Several months ago, Sycamore Ridge Principal, Emily Disney, began exploring master schedule options for the 07/08 music program. Mrs. Disney concluded that Sycamore Ridge students would benefit from a modification of the hours of employment (Article 13 of the DMCTA Contract) of the 07/08 Sycamore Ridge music teacher from 7:45 a.m. - 2:45 p.m. to 8:45 a.m. - 3:45 p.m.. Attached is June 12 correspondence from Mrs. Disney that explains her challenge and shows the benefits of modifying the hours of employment of the 07/08 music teacher position at Sycamore Ridge.

Article 26 of the DMCTA Contract provides that an article of the DMCTA contract can be waived by the DMCTA membership at a local school site if more than 75% of the teachers at the site approve the waiver.

Mrs. Disney and the Superintendent are pleased to inform the Board of Trustees that the proposed waiver of Article 13 (Hours of Employment) has been reviewed by the Sycamore Ridge DMCTA Bargaining Unit and that after a vote by the bargaining unit members, more than 75% of the bargaining unit members supported the waiver.

At the June 27 Board meeting, Torrey Hills' music teacher, Natalie Chiles, spoke about her concern that this waiver (if approved) would have a negative impact on the Sycamore Ridge music program. Principal Disney, the new music teacher, and the Sycamore Ridge staff unanimously support the waiver. Mrs. Emily Disney, principal of Sycamore Ridge School, will be present tonight to answer questions from the Board. Also attached is a June 28 email from Emily Disney and new Sycamore Ridge music teacher, Stephanie Lomax that answers some of the questions asked by the Board on June 27.

RECOMMENDED: Superintendent recommends that the Board of Trustees approve the waiver of Article 13 for the Music teacher position for the 07/08 school year on a pilot basis.

Distinguished Members of the Del Mar School District,

I am writing this email to first thank you for the opportunity to work in such an amazing district. I had a meeting with Mrs. Emily Disney yesterday and I am so excited to get started I don't even need my summer vacation!

Secondly, I would like to express my excitement with the idea of the Band pilot program that Mrs. Disney discussed with me. I can't imagine a better opportunity for students to get everything they truly need from their elementary school. I believe that the hour set aside after the release bell for the students to work on their music is so much more appropriate to their learning and musical education. The altered work hours for my position is also very exciting to me. I can have those students at the end of school without worrying about them missing their core curricular classes, and the stress of the classroom teacher to teach a cohesive program free from the "pull out". When Mrs. Disney was presenting this to me, my head was just swimming with all of the possibilities this schedule would provide me and my students.

At Canyon Crest Academy (my former school), we worked in much the same way with an altered schedule. I came in at 9:45 (ready for 2nd period) and worked until 5:30 each day with the music students. They still got their general music during the day, but the after school portion allowed for them to spend much more quality time in their practice and instruction, without all of the other distractions. The students at Canyon Crest are very advanced in their musical studies and I can only attribute this to their concentrated studies after school.

I understand that this is still something the School Board is considering, however, I am completely on board with this pilot program and what it is trying to accomplish at Sycamore Ridge Elementary School. I am also very excited to provide my students, school and families with a quality and comprehensive music education that we will all be proud of.

Very sincerely,

Stephanie Lomax

Printed by: Thomas Bishop
 Title: Fwd: Band Pilot at Sycamore Ridge : FirstClass

Wednesday, July 18, 2007 10:51:10 AM
 Page 1 of 4



Message

Thu, Jun 28, 2007 8:53 PM

From: ♀ Emily Disney
 ♀ "Stephanie Lomax" <cindyloowho63@hotmail.com>
 To: ♀ Katherine White
 Cc: ♀ Annette Easton ♀ Janet Lamborghini ♀ Linda Crawford ♀ Steven McDowell ♀ Thon
 Subject: Fwd: Band Pilot at Sycamore Ridge

Attachments: Attach0.html
 Music Pilot Proposal.doc
 Music Proposal-Waiver 07-08.doc

Hello Katherine,

Thank you for your email. I am sorry that I was not at the Board Meeting last night to provide information to the Trustees about the opinion of the SR music teacher. I was mistakenly confident that the unanimous approval from the DMCTA Bargaining Unit Members from Sycamore, including the DMCTA President, would indicate that the teachers feel that band instruction after school would be a positive programmatic change for the students of Sycamore Ridge School and worthy of a one year pilot.

I am forwarding a communication from Stephanie Lomax, my new music teacher to you and the other Board Members. I hope that this information will clarify some of the questions presented last evening. In addition, I have attached my pilot proposal and a document showing teacher feedback regarding the pros and cons for after school band instruction and an adjusted music teacher's daily schedule.

Thank you also for suggesting that this item come back to a Board Meeting prior to the next regularly scheduled July 25th meeting. I would appreciate the ability to work with my staff to finalize the master schedule for next year.

Best regards,
 Emily Disney

Principal, Sycamore Ridge
 858 755-1060 ext. 3899
edisney@dmusd.org

Adjusted Music Schedule Pilot Proposal 07-08 School Year

June 15, 2007

Teacher Feedback:

Plusses

- greater flexibility for creating the master schedule
- better use of instructional time, less fragmentation of programs and instructional blocks
- less transition time wasted
- greater commitment from students
- “free” extra curricular program = no cost to parents
- quality of instruction improved (core academics and music)
- consistent music instruction
- time for band instruction increased
- programs don’t compete

Concerns

- competing with other after school options
- feeling of teacher isolation due to adjusted schedule

SYCAMORE RIDGE SCHOOL



Emily Disney, Principal

5333 Old Carmel Valley Road * San Diego, CA 92130 * tel: 858.755.1060 * fax: 858.755.1258 * www.dmusd.org

To: Tom Bishop
Janet Bernard
Rodger Smith

From: Emily Disney
Sycamore Ridge DMCTA Bargaining Unit Members

Re: 2007-2008 Adjusted Hours for Music Teacher Pilot Proposal, Contract Waiver

Date: 6/12/07

Identification of the Problem:

Current Band Program scheduling has a negative impact on instructional time spent on core academics.

Scheduling pull-puts for band instruction and sectional instruction creates fragmented instructional core academic blocks for our upper grade students.

Beginning Band, Intermediate Band, Advanced Band, and FAME coaching require separate instructional time blocks within the instructional day.

Current Music pull-outs together with enrichment programs such as News Bowl, Future Problem Solvers and Student Council allows for only 3 days out of 5 for solid core academics with teacher and entire class. This is true for both the morning and afternoon blocks.

Demands on teachers, both classroom and music specialists, creates tension and stress on the individuals who care deeply about "their" program.

Students who miss classroom instruction due to Band pull-outs must make-up missed assignments.

Some students who might otherwise choose to learn to play an instrument do not because their academic skills are not strong enough to miss classroom instruction.

Preparation for District choral and band festivals further detracts from core academic instruction with increased need for pull out time prior to these events for rehearsal.

Classroom teachers, particularly 5th grade, express significant frustration with the current program due to state testing and increased accountability measures in the 5th grade (Science).

SYCAMORE RIDGE SCHOOL



Emily Disney, Principal

5333 Old Carmel Valley Road ° San Diego, CA 92130 ° tel: 858.755.1060 ° fax: 858.755.1258 ° www.dmusd.org

Solution:

Adjust the hours of employment for the music teacher to accommodate general music instruction within the instructional day, putting band and chorus after school.

Suggested Music Teacher Work Hours:

8:45 – 3:45 Mon, Tues., Thurs., Fri.

(Allows for one hour of band instruction after the 2:30 dismissal)

8:45 – 2:00 Wednesday

(Allows for up to two hours for entire band rehearsal/instruction)

Process for Arriving at a Solution:

Collaborate with the DMCTA to develop a contract addendum and or waiver related to hours of employment.

Once Principal receives final enrollment information to determine staffing, finalize the site master schedule to ensure teacher contract preparatory minutes can be met **including other contractual obligations** such as **adjunct duty, recess duty and staff meeting communication.**

Parameters:

1. No fiscal impact on the District. A bargaining unit member's workday shall be seven hours, which includes a duty free lunch of at least forty-five consecutive minutes.
2. Parental permission forms to be obtained from each student providing consent for participation in After School Band Instruction.
3. Emergency supervision provisions for any student not picked up after band instruction is as follows: A) Student makes phone call from office. B) Student to wait in office for pick up until the office closes at 4:00. C) School office staff to escort student/s to on campus Child Care with a copy of the Student Emergency Card.

This proposal of the DMCTA Contract Waiver has been reviewed by the Sycamore Ridge DMCTA Bargaining Unit and after ballot vote has exceeded over 75% support from the staff.


Rick Johnson, DMCTA Representative


Jennifer Steinman, DMCTA President