DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
Del Mar Hills Academy – Multi-Purpose Room
14085 Mango Drive
Del Mar, CA 92014

April 23, 2008
Regular Meeting
5:45 PM

Written notice is hereby given in accordance with Education Code Section 35144, Government Code 54956, and other applicable law that the following Regular Meeting of the Board of Trustees, Del Mar Union School District, will be held on Wednesday, April 23, 2008 beginning at 5:45 p.m. at the Del Mar Hills Academy, 14085 Mango Drive, Del Mar, California 92014.

PLEASE NOTE: Any member of the public who wishes to address the board on an item on the agenda or on another topic which lies within the governing board's jurisdiction may do so, but must present a written request on the form provided. The President of the Board will call for speaker slips twice during the meeting: when the meeting is called to order and at the conclusion of the "Reports, Recognitions & Hearings" section of the Meeting. A member of the public who wishes to address the Board on such item is *limited to three minutes* unless such time limit is waived by a majority vote of the Board. The total amount of time to be allowed on any item is twenty minutes, unless the time limit is waived by a majority vote of the Board.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, 3) refer the matter to the next agenda.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at (858) 523-6198. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

NOTE: At 4:00 p.m. there will be an open session to allow for public comment on the closed session agenda, followed immediately by a closed session in the Del Mar Hills Academy – Administration Office Conference Room, 14085 Mango Drive, Del Mar, CA 92014)

CALL TO ORDER - OPEN SESSION – 4:00 P.M.

A. BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

B. PUBLIC INPUT CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

ADJOURN TO CLOSED SESSION (In the Del Mar Hills Academy – Administration Office Conference Room, 14085 Mango Drive, Del Mar, CA 92014)

CALL TO ORDER – CLOSED SESSION

CLOSED SESSION AGENDA:

1.1 **Conference with Real Property Negotiator** (G.C. 54956.8)—Property: 225 9th Street, Del Mar, California 92014—Agency Negotiators: Janet Bernard, Interim Superintendent/Rodger Smith, Director of Facilities/Personnel—Negotiating Parties: DMUSD and the City of Del Mar—Under Negotiation: Sale/Lease Terms Between the City of Del Mar and the DMUSD.

1.2 **Conference with Labor Negotiator** (G.C. 54957.6)
Agency Designated Representatives: Janet Bernard, Interim Superintendent and Rodger Smith, Director of Personnel and Facilities; Employee Organization: Del Mar California Teachers Association

1.3 **Public Employee Discipline/Dismissal/Release** pursuant to (Government Code 54957)

1.4 **Public Employment Appointment/Employment**: Title: Director of Technology (G.C. 54957)

Adjournment of Closed Session: *Time: _____p.m.*

Motion____Second____Ayes____Nays____

RECONVENE TO OPEN SESSION

C. REPORT OF ACTION TAKEN IN CLOSED SESSION:

CALL TO ORDER, CFDs – 5:40 p.m.

- **CALL TO ORDER, MEETING OF THE LEGISLATIVE BODY OF CFD NO. 95-1**
- **CALL TO ORDER, MEETING OF THE LEGISLATIVE BODY OF CFD NO. 99-1**

CALL TO ORDER, REGULAR MEETING OF BOARD OF TRUSTEES – 5:45 P.M.

1.0 FLAG SALUTE

2.0 STUDENT RECOGNITION – SAGE CANYON SCHOOL *1*

3.0 APPROVAL OF THE AGENDA

Motion____Second____Ayes____Nays____

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

4. CORRESPONDENCE/COMMUNCIATIONS

This section of the agenda is provided for the public to address any item which lies within the governing board's jurisdiction that is not on the agenda. State law prohibits the Board of Trustees from discussing any item not on the agenda.

4.1 Correspondence: None

4.2 Public Input:

5 REPORTS, RECOGNITIONS and HEARINGS

5.1 **Recognition** *2*

Employees of the Month for April 2008:

Ashley Falls – Terri Alper, School Administrative Assistant
Carmel Del Mar – Anne Yarnell, Special Education Aide II
Del Mar Heights – Linda Tucker, Library Media Specialist
Del Mar Hills – Trudi Smith, Health Technician
Ocean Air – Dave Macias, School Plant Manager
Sage Canyon – Trish Portella, Special Education Aide II
Sycamore Ridge – Carolyn Liuchan, Preschool Special Education Aide II
Torrey Hills – Tranquilino Mentado, Night Custodian

5.2 **School Recognition** *3-5*

2008 California Distinguished School - Ashley Falls School,

5.3 **Report** *6*

DMCTA Report: David Skinner, DMCTA President, Carmel Del Mar teacher

5.4 **Report** *7*

DMSEF Report: Bob Gans, DMSEF President

5.5 **Report** *8-9*

Monthly Staff Development, Travel & Conference Update

5.6 **Report**

Board Report/Comments

5.7 **Report**

Interim Superintendent's Report

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.1 **Approval of the Minutes of:**

- Minutes of Special Board/Visitation Meeting of March 5, 2008, 12:45 a.m.
- Minutes of Special Board Meeting of March 5, 2008, 6:00 p.m.
- Minutes of Regular Board Meeting of March 26, 2008
- Minutes of Special Board Meeting of March 28, 2008
- Minutes of Special Board Meeting of April 2, 2008

Motion ____Second____Ayes____Nays____

6.2 **Approval of Consent Items**

Agenda items preceded by an asterisk (*) compose the Consent Agenda, and unless removed at the request of a board member, will be approved by the Board as a group

Motion____Second____Ayes____Nays__

Consent Items:

*8.1	Board Approval, Del Mar Union School District's Uniform Complaint Quarterly Report for January 1 – March 31, 2008.	*30-32*
*10.1	Board Approval and Acceptance of Donations to the Del Mar Union School District	*243*
*10.2	Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements	*244-252*
*10.3	Board Approval of Site Performance Agreements	*253*
*10.4	Board Approval of Agreement Between Shake, Shingle & Roll Roofing, Inc. and the Del Mar Union School District for Tile and Flat Roof Repairs and Maintenance at Carmel Del Mar School in the Amount of $9,675.00	*254*
*10.5	Board Approval to Advertise for Bids for Summer Maintenance Work	*255-256*
*10.6	Board Approval to Contract with Tandus Specialized Markets using Bid Processed and Documents Approved by the Chula Vista Elementary School Unified School District	*257-258*
*10.7	Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)	*259*
*10.8	Board Approval of Agreement Between the Del Mar Union School District and School Wise Press for Producing and Publishing 2007-2008, 2008-2009, and 2009-2010 Site Accountability Report Cards in the Amount of $22,140.00.	*260-261*
*11.1	Board Approval of Recommended Personnel Actions: Employment, Resignations, Retirements, Dismissals, Leaves of Absence, and Change of Status	*311-319*

7. CURRICULUM AND INSTRUCTION

7.1	Recommendation for New Approval of Science Program, K-6	*10-29*

Motion____Second____Ayes____Nays____

8. ADMINISTRATION AND POLICY

8.2	Update on Process to Fill Board Vacancy	*33*
8.3	Board Approval, Consulting Firm to Conduct the Search for a New Superintendent	*34*
8.4	Board Approval, Donation from the Del Mar Schools Education Foundation	*35-36*

8.5	1st Reading, 2007/2008 School Accountability Report Cards	*37-213*
	School Fact Sheets	
	Ashley Falls	*38-61*
	Carmel Del Mar	*62-85*
	Del Mar Heights	*86-109*
	Del Mar Hills	*110-135*
	Sage Canyon	*136-159*
	Sycamore Ridge	*160-183*
	Torrey Hills	*184-213*
8.6	Update, PTA Letter Writing Campaigns	*214*
8.7	Update, 2008/2009 Student Registration	*215*
8.8	Projected Allocation of Enrichment Teaching Positions for 2008-2009	*216-217*
8.9	Public Letters and Written Statements to the Board	*218*
8.10	Discussion and Possible Appointment of Board Representative to the Legislative Action Network (LAN) *Motion____Second____Ayes____Nays____*	*219*
8.11	Reminder of Upcoming Events	*220*
9.	**OPERATIONS AND FACILITIES**	
9.1	Facilities Report	*221*
9.2	Clarification, CFD Governance	*222-239*
9.3	First Reading, Board Policy 3511, Storm Water Management	*240-242*
10.	**BUSINESS AND FINANCE**	
10.9	2008-2009 Updated Budget Assumptions for the General Fund	*262-269*
10.10	Infinite Campus - Student Information System Update	*270-271*
Timed Item 6:30 p.m.		
10.11	Board Approval, 2008 Tax and Revenue Anticipation Note Program, Resolution No. 2008-10 *Motion____Second____Ayes____Nays____*	*272-296*
10.12	2007/2008 Monthly Budget, Update	*297-310*
11.	**PERSONNEL**	
11.2	Board Personnel Committee Report, Katherine White, Board Clerk	*320*
11.3	Preliminary Look at 2008/2009 Staffing Projections	*321-325*
11.4	Study of Annual Attrition of Teaching Positions in the Del Mar Union School District	*326-327*
11.5	Update, Hiring Coordinator of State & Federal Projects	*328*

12. ITEMS FOR MAY 2008 BOARD MEETING:

- DMUSD 6th Grade Promotion Assignments, (Promotion: 8:30 a.m.)
- Staff Recognition
  2008 DMUSD Classified Employee of the Year, Julian Martinez, Lead Night Custodian
- Staff Recognition
  2008 Site Teachers of the Year
  Ashley Falls – Julie Geisbauer, Technology
  Carmel Del Mar – Pam Barger, 6th grade
  Del Mar Heights – Andy Smith, 1st grade
  Del Mar Hills – Nancy Swanberg, Science, Math, Music
  Ocean Air – Tanya Lubomudrov, Science
  Sage Canyon – Tina Johnson, Resource Specialist
  Sycamore Ridge – Jennifer Howard, 4th grade
  Torrey Hills – Uma Krishnan, Science
- Staff Recognition
  2008 DMUSD Teacher of the Year, Uma Krishnan, Science Teacher, Torrey Hills
- Staff Recognition
  2008 DMUSD Reading Teacher of the Year, Nicole Ortega, Sage Canyon, 3rd grade teacher
- 1st Reading, Board of Trustees School Site Visitation Schedule, 2008/2009
- Spanish Discovery Program, Del Mar Heights School, 2008-2009, Enrollment Update
- Possible New Board Policy 7132 Regarding Site-Based Capital Facility Projects
- 2008-2009 Special Education Service Contracts (May or June mtg.)
- 2007/2008 National Lunch Program Report
- Update, EISS Grant
- Update: May revise, 2008/2009 State Budget

13. ADJOURNMENT

Time: _____p.m.

Motion____Second____Ayes____Nays____ Abstain____

DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES

MINUTES OF SPECIAL SCHOOL BOARD / VISITATION MEETING
BY THE BOARD OF TRUSTEES
Torrey Hills School
10830 Calle Mar de Mariposa
San Diego, CA 92130

Wednesday, March 5, 2008
12:45 p.m.

Members Present:	Annette Easton, President of the Board Katherine White, Clerk of the Board Janet Lamborghini *(arrived at 12:47 p.m.)* Steven McDowell
Members Absent:	Linda Crawford
DMUSD Staff:	Susan Paul, Principal, Torrey Hills

BUSINESS TRANSACTED WAS LIMITED TO THE FOLLOWING:

1. Board President, Annette Easton, called the meeting to order at 12:45 p.m.

   On motion by Member White seconded by Member McDowell the Board voted unanimously to approve the Agenda. *(Member Lamborghini was not present for the vote.)*

2. **PUBLIC INPUT: NONE**

3. **VISITATION TO TORREY HILLS SCHOOL AND OBSERVATION OF PROFESSIONAL LEARNING COMMUNITY PRACTICES**

   Principal Susan Paul spoke with the Board regarding the programs at Torrey Hills and informed the Board that most of the PLC teams to be observed are focusing on writing.

   The Kindergarten team was in the midst of brainstorming strategies for students who were below proficient in writing, with a focus on spacing as a key issue.

   The first grade team had already identified the areas of focus. They were using the curriculum mapping and agreed on a story approach for one area.

The second grade team was looking at each of the second grade classes and assessing strengths and weaknesses using tallies.

The third grade team was analyzing, by class, students who were below proficient and had determined two areas of need. The Board observed the selection of mini-lesson plans to address theses two areas.

The fourth grade team had already analyzed the classes and determined areas of need within the writing lessons. The team selected mini-lessons on endings and then focused on approaches for specific grammar skills instruction.

As the Board observed the fifth grade team, they were working on mini-lessons for conventions and creating a lesson on sentence structure by having the students create a play, incorporating the social studies units.

In sixth grade, the team was working on student placement at Carmel Valley Middle School. The discussion centered on being at camp next week and the upcoming visit of middle school staff. The team commented on writing strategies and shared a two-column note-taking strategy.

The Board thanked Susan Paul, and her staff for an outstanding visit.

4. **ADJOURNMENT**

On motion *by Member Lamborghini, seconded by Member White, the Board voted unanimously to adjourn the March 5, 2008 Special School Board/Visitation Meeting at 2:47 p.m.*

Katherine White, Clerk	Annette Easton, President
Date	Date

DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES

MINUTES OF SPECIAL SCHOOL BOARD MEETING
BY THE BOARD OF TRUSTEES
Del Mar Union School District
Conference Room
225 9th Street
Del Mar, CA 92014

Wednesday, March 5, 2008
6:00 P.M.

Members Present: Annette Easton, President of the Board
Katherine White, Clerk of the Board
Linda Crawford
Janet Lamborghini
Steven McDowell

Others Present: Ricardo Soto of Best, Best & Krieger

BUSINESS TRANSACTED WAS LIMITED TO THE FOLLOWING:

Board President, Annette Easton, called the meeting to order at 6:02 p.m.

1. APPROVAL OF THE AGENDA

   On motion by Member Lamborghini seconded by Member White the Board voted unanimously to approve the Agenda.

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2. PUBLIC INPUT: NONE

ADJOURN TO CLOSED SESSION at 6:03 p.m. to discuss:

3. PUBLIC EMPLOYMENT APPOINTMENT/EMPLOYMENT: TITLE: SUPERINTENDENT (INTERIM) (G.C. 54957)

4. CONFERENCE WITH LABOR NEGOTIATOR (GOVERNMENT CODE 54957.6)
   AGENCY DESIGNATED REPRESENTATIVES: RICARDO J. SOTO, BEST BEST & KRIEGER,
   UNREPRESENTED EMPLOYEE: SUPERINTENDENT (INTERIM)

RECONVENE TO OPEN SESSION AT 8:03 P.M.

5. REPORT ACTION TAKEN IN CLOSED SESSION:

   The Board unanimously voted to appoint Mrs. Janet Bernard as the Interim Superintendent.

6. ADJOURNMENT

   On motion by Member Crawford, seconded by Member McDowell, the Board voted unanimously to adjourn the March 5, 2008 Special School Board Meeting at 8:04 p.m.

Katherine White, Clerk	Janet Bernard, Interim Superintendent
Date	Date

DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
Del Mar Hills Academy – Multi-Purpose Room
14085 Mango Drive
Del Mar, CA 92014

Regular Meeting Minutes **March 26, 2008**

OPENING PROCEDURES

1. Board President Easton, called the meeting to order at 5:45 p.m. Janet Bernard, Interim Superintendent, led the audience in the Pledge of Allegiance.

Members Present: Annette Easton, President of the Board
Janet Lamborghini, Clerk of the Board
Steven McDowell, Katherine White

Members Absent: None.

Staff:
Janet Bernard, Interim Superintendent
Sherry Forte, Exec. Asst. to the Interim Superintendent
Rodger Smith, Director of HR/Facilities
Sheila Weinberg, Director of Pupil Services
Dena Whittington, Asst. Supt., Business Services
Todd Boteler, District Webmaster
Randy Wheaton, Director of Maintenance and Operations
David Skinner, 4th gr. teacher, Carmel Del Mar, DMCTA President
Bill Porter, 2nd gr. teacher, Carmel Del Mar
Laurie Francis, Principal, Del Mar Hills Academy
Wendy Wardlow, Principal, Del Mar Heights
Hayley Kantner, 3rd gr. teacher, Ocean Air
Danielle Roche, 3rd gr. teacher, Ocean Air
Karen Holty, Administrative Assistant, Ocean Air
Carol Sharpe, 3rd gr. teacher, Ocean Air
Nancy Payne, Administrative Assistant, Torrey Hills
Becky Ross, Administrative Assistant, Sage Canyon
Cinda Peck, Music teacher, Carmel Del Mar
Kristyn Braund, 1st gr. teacher, Sage Canyon
Christie Uzelac, 1st gr. teacher, Sage Canyon
Katrina Graupman, 5th gr. teacher, Ocean Air
Marisa Camarillo, 2nd gr. teacher, Torrey Hills
Kate McGraw, 2nd gr. teacher, Torrey Hills
Lisa Shepherd, Kdg. teacher, Sage Canyon
Mary Ann Loes, 6th gr. teacher, Ashley Falls
Jodi Neilson, Music teacher, Ocean Air
Lauri Carpenter, RSP teacher, Ocean Air

Erica Bell, 2nd gr. teacher, Ocean Air
Erik Bienke, 2nd gr. teacher, Del Mar Hills Academy
Michelle Beeson, Music teacher, Del Mar Heights
Erinn Mitchell, Music teacher, Ashley Falls
Cindy Ralston. 2nd gr. teacher, Del Mar Heights
Minnie DeVico, 2nd gr. teacher, Ocean Air
Sandi Jackson, Kdg. teacher, Ocean Air

Others In Attendance:
Jim Kerr, Del Mar Times; Helen Gao, Union Tribune; Mary Farrell, Bill Farrell, John Logan, Kris Kissner, Janet Handzel, Kelli Politoske, Tom Harvey, Barbara Mandel Pache, Bob Gans, Gayle Pomraning, Doug Perkins, Noelle Gately, Katherine Conwell, Corinne Hackbart, Mary Johnson, Allison King, Comischelle Rodriquez, Viviana Lozano, Karen Gilbert, Debra McGinty-Poteet, Kathy Bell, Janet Pecsar, Sue Tumay, Bret Johnsen, Tom Harvey, Jill Colburn, and other community members.

REPORT OF ACTION TAKEN IN CLOSED SESSION:

The Board voted unanimously to release the following temporary employees: Employee numbers 263428, 472964, 375142, 472657, 108238, 393152, 422760, 324425, 472460, 472463, 159130, 472461, 471606, 368434, 430167, 354757, 274999, 381036, 100474, 267802, 103342, 424713 and 177786.

2.0 **Student Recognition – Del Mar Hills Academy**
Del Mar Hills Academy Principal, Laurie Francis, introduced a science iMovie, *"The Life of a Butterfly"*, which was the collaborative efforts of second grade students; Science Specialist, Nancy Swanberg; Technology Specialist, Susie Hopper, and the Second Grade PLC Team.

3.0 **Approval of the Agenda**
On motion by Member White seconded by Member McDowell the Board voted unanimously to approve the Agenda.

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

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4. CORRESPONDENCE/COMMUNCIATIONS
This section of the agenda is provided for the public to address any item, which lies within the governing board's jurisdiction that is not on the agenda. State law prohibits the Board of Trustees from discussing any item not on the agenda.

4.1 **Correspondence:**
- None.

4.2 **Public Input**
- Tom Harvey, 12903 Via Grimaldi, Del Mar, 92014, asked the Board to embrace the idea that students should have a school they can walk to and to make sure new schools and/or the remodeling of existing schools are designed for students to walk.

- Brett Johnson, 5109 Meadows Del Mar, San Diego, 92130, expressed concern regarding the fiduciary responsibility of the Board as it relates to the sale of the Shores property and requested the Board to "look long and hard" before granting the City of Del Mar an extension of the escrow between the City of Del Mar and the DMUSD.

5. REPORTS, RECOGNITIONS and HEARINGS

5.1 **Recognition**

Board President Easton thanked Jakes Del Mar for its continued support of the DMUSD employee of the month program by donating gift certificates for the honorees. Employees of the Month for March 2008:

Ashley Falls – Randy Wheaton, Director of Maintenance & Operations
Carmel Del Mar – Katharin Roth, Physical Education Teacher
Del Mar Heights – Robbie Elliott, Instructional Assistant/ELL
Del Mar Hills – Abby Farricker, Fourth Grade Teacher
Ocean Air – Jodi Neilson, Music Specialist
Sage Canyon – Kristyn Braund, First Grade Teacher
Sycamore Ridge – Stephanie Lomax, Music Specialist
Torrey Hills – Patty Gold, Instructional Assistant/ELL

5.2 **Report, DMCTA Report:**

David Skinner, DMCTA President, Carmel Del Mar 4th gr. teacher, stated the primary concern teachers are expressing is, "Is the board looking to dramatically alter its relationship with the teachers"? Mr. Skinner specifically referred to Interest Based Bargaining, academic and enrichment programs and PLC. He also stated it would be helpful if staff and community received reassurance from the Board on the programs and policies that are important to them. He thanked Member White and Member Easton for attending the DMCTA Executive Board Meeting and Professional Relations Committee Meeting, respectively. On behalf of the teachers, he thanked the Board for selecting Janet Bernard as the Interim Superintendent. Mr. Skinner also spoke in favor of a proposal from the DMSEF to change funding for the enrichment programs from the current year to the next year. He feels it would convey to the teachers that the Board is committed to the enrichment programs.

5.3 **Report DMSEF Report:**

Bob Gans, DMSEF President, reminded staff and community that it's not too late to purchase tickets to the DMSEF fundraising event, *Encore,* taking place on Friday, March 28. Mr. Gans reported that, to date, the Parent Appeal has generated $510,000 with an additional estimated $100,000 raised at the sites that have been earmarked for enrichment programs. Mr. Gans stated that more fundraising programs are planned and given the current numbers, the DMSEF should have $600,000 to donate to the DMUSD. He stated the DMSEF is committed to donate the funds raised by May 1 to the DMUSD for enrichment

A detailed description of all agenda items is available in the board packet at www.dmusd.org, - Board of Trustees - Board Meetings - Board Packet.

programs. He stated the DMSEF is proposing some DMSEF Bylaw changes that will be presented and voted on at the next DMSEF Board meeting on Tuesday, April 1. Finally, Mr. Gans thanked the Del Mar Heights PTA for inviting him to attend their last meeting and he also thanked the staff of Carmel Del Mar for having him at their meeting.

Timed: 7:00 p.m.

5.4 **Public Hearing**

Public Hearing to Consider Reports Entitled, "Residential Development School Fee Justification Study" and "Commercial/Industrial Development School Fee Justification Study".

President Easton opened the Public Hearing at 7:09 p.m. There being no comments from the public, President Easton closed the Public Hearing at 7:10 p.m.

5.4.1 **Board Approval, Resolution No. 2008-09, Increase in Statutory School Facility Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code Section 17620 and Government Code Section 65995**

On motion by Member Lamborghini, seconded by Member McDowell, the Board voted unanimously to approve Resolution No. 2008-09, Increase in Statutory School Facility Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code Section 17620 and Government Code Section 65995

5.5 **Report**

Presented for information only. There were no questions from the board.

5.6 **Report, Board Report/ Comments:**

- Member Annette Easton announced that Board Member Linda Crawford resigned from the Board effective March 12. She thanked Member Crawford for her 11 years of service to the DMUSD and said she will be missed.
- Member Steven McDowell stated that he is involved in Del Mar Little League and expressed that it was a privilege to have Principal Gary Wilson attend Opening Day. He stated that they had an opportunity to talk to Mr. Peters who stated his continued commitment to plant the fields at Ocean Air.
- Member Katherine White thanked principals Gary Wilson, Susan Paul, David Jones and Peg LaRose together with Assistant Principal Ryan Stanley, for meeting with her individually. She also thanked David Skinner for the one-on-one meeting. She commended the Torrey Hills staff for the Board's recent site visit. Member White stated that the

Board witnessed in-depth PLC work and had an opportunity to talk with the staff. She also thanked the PTA Presidents Advisory Committee and the DMCTA Executive Board for having her attend the their respective meetings.

Member White said that she received a request to comment on an article that appeared in a local newspaper, which some teachers felt was discriminatory. Member White stated that she agrees that teachers were respectful and she supports anyone who would like to address the Board.

Member White offered a public apology for any negative impact or harm, or any perceived negative comments taken personally from an article that appeared in the Village Voice. She stated that the DMUSD has incredible teachers and staff as well as excellent parents and community volunteers that work together for a common goal. Member White stated that she applauds, appreciates and supports the efforts of all teachers, staff, parents and community volunteers. Member White reiterated that her email is on the website and welcomes all communication.

Member White stated she plans to meet with each of school site at lunchtime starting at Sycamore Ridge. Finally, she stated she believes the DMUSD is a wonderful district and thanked everyone for contributing to its success.

5.7 **Report, Interim Superintendent's Report:**
Janet Bernard, Interim Superintendent, congratulated Mike Honsberger, Technology Teacher, Torrey Hills, on being awarded a Best Buy Teach Award in the amount of $2,000 for Technology in Education. She also congratulated Lisa Furnas for her outstanding work in coordinating the 2008 United Way Campaign, which raised $5,100 in contributions.

Interim Supt. Bernard commented on the excellent PLC work witnessed during the Board visit to Torrey Hills School. She stated that all over the county the DMUSD has a wonderful reputation for the Professional Learning Community work being done throughout the district.

Interim Supt. Bernard thanked Linda Crawford for her work in the district over the 11 years she served on the Board and wished her well with her future endeavors.

Mrs. Bernard also thanked everyone for their support while serving in the current role of Interim Superintendent and stated that the District is moving forward and is focused on its purpose, which is to continue with the existing programs to make certain every child learns and every teacher has the necessary materials to continue moving forward.

Finally, she congratulated Del Mar Hills Academy Principal, Laurie Francis, for being awarded the PeaceBuilders' Peace Maker of the Month Award. PeaceBuilders program is practiced throughout the district and ties into the Character Counts program.

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.1 Approval of the Minutes

- Minutes of Special Board Meeting of February 13, 2008

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Special Board Meeting of February 13, 2008.

- Minutes of Special Board Meeting of February 20, 2008, 10:30 a.m.

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Special Board Meeting of February 20, 2008, 10:30 a.m.

- Minutes of Special Board Meeting of February 20, 2008, 3:30 p.m.

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Special Board Meeting of February 20, 2008, 3:30 p.m.

- Minutes of Special Board Meeting of February 26, 2008

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Special Board Meeting of February 26, 2008.

- Minutes of Regular Board Meeting of February 27, 2008

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Regular Board Meeting of February 27, 2008, as amended.

- Minutes of Special Board Meeting of February 29, 2008

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Minutes of the Special Board Meeting of February 29, 2008.

6.2 Approval of Consent Items

Agenda items preceded by an asterisk (*) compose the Consent Agenda, and unless removed at the request of a board member, will be approved by the Board as a group.

On motion by Member McDowell seconded by Member White the Board voted unanimously to approve Consent Items, as follows:

Consent Items:

*8.10 Board Approval, Interdistrict Attendance Agreement Between the Del Mar Union School District and Named School Districts

*9.2 Board Approval, Agreement with the San Diego/Imperial Counties Chapter of the American Red Cross to Permit the Red Cross to use the Del Mar Union School District's Buildings, Grounds and equipment for the Conduct of American Red Cross Disaster Service Activities.

*10.1 Board Approval and Acceptance of Donations to the Del Mar Union School District

*10.2 Pulled from consent
~~Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements~~

*10.3 Board Approval of Site Performance Agreements

*10.4 Board Approval of Agreement Between Seaside Heating & Air Conditioning and the Del Mar Union School District to Replace Air Conditioning in Room P6 in the Amount of $4,800.00

*10.5 Board Approval of Contract Between the Del Mar Union School District and Maximus, Inc. for the Annual Inventory for Three Fiscal Years Ending June 30, 2008, 2009 and 2010 in the Amount of $7,400.00 Per Year

*10.6 Pulled from consent
~~Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)~~

*10.7 Approval of Resolution No. 2008-05, Resolution No. 2008-06, and Resolution No. 2008-07 Authorizing Designated Signatures for March 26, 2008 through June 30, 2008

*11.1 Board Approval of Recommended Personnel Actions: Employment, Resignations, Retirements, Dismissals, Leaves of Absence, and Change of Status

7. CURRICULUM AND INSTRUCTION

7.1 Board Approval, Resolution No. 2008-08 of the Board of Trustees of the Del Mar Union School District in the Matter of Distribution of the 2007 – 2008 California Arts and Music Block Grant Funding

On motion by Member Lamborghini, seconded by Member White, the Board voted unanimously to approve Resolution No. 2008-08 of the Board of Trustees of the Del Mar Union School District in the Matter of Distribution of the 2007 – 2008 California Arts and Music Block Grant Funding.

7.2 **Board Approval, Proposed Expenditures from State Art & Music Grant, Year Two**

On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to approve Proposed Expenditures from State Art & Music Grant, Year Two.

8.2 **Board Discussion, Superintendent Selection Process**

Interim Superintendent, Janet Bernard presented information on search firms for Board consideration. If the Board elects to use a search firm the estimated cost to the district could be $20-25,000. Interim Supt. Bernard encouraged the Board to hear from staff and community members regarding the selection of a permanent superintendent.

The Board members suggested the District request proposals from a variety of search firms and to not limit it to the three presented to the Board this evening.

Public Input:

- John Logan, 12445 Cavallo Street, San Diego, 92130, stated he was pleased the process will be open and requested there be an Advisory Committee composed of parents, teachers and staff to make recommendations to the Board.
- Janet Hanzel, 4961 Manor Ridge Lane, San Diego, 92130, stated she would expect the new superintendent to have the experience and expertise and track record to exceed accomplishments of previous superintendent. She asked the Board to utilize a national search firm, create a committee and create a detailed plan to be made public.
- Comischell Rodriquez, 5427 Foxhound Way, San Diego 92130, urged the Board to seek a world-class superintendent who shares the philosophy of teamwork, camaraderie, and creating an opportunity for all to speak.

Board Members supported all speaker suggestions and directed staff to perform a nationwide search for a permanent superintendent. The district gaining staff, parent and community input running parallel with the search for a search firm was also suggested.

Interim Supt. Bernard stated that typically a district collaborates with the search firm and the search firm will create the timeline, meet with advisory groups and the community to produce the detailed plan for Board approval.

7.3 **Spanish Discovery Program, Del Mar Heights School, 2008-2009, Enrollment Update**

Director of Pupil Services, Sheila Weinberg, presented an update on enrollment for the Spanish Discovery Program, as follows:

- 38 applications from the Hills/Heights attendance area for the Kindergarten program.

- 6 applications from the remainder of the district (east of Interstate 5) for the Kindergarten program.
- Applications for 1st grade Spanish program for the Hills/Heights attendance area went out on March 21.

8. ADMINISTRATION AND POLICY

8.1 Board Discussion, Board Vacancy – Approval of Provisional Appointment/Election and Approval of Timeline/Procedures

Board Member White suggested the application be amended to include candidates need to provide two proofs of residency within the DMUSD.

On motion by Member McDowell, seconded by Member White, the Board voted unanimously to approve a provisional appointment and the Timeline/Procedures for filling the Board vacancy, with the Application to be amended to include two proofs of residency to be submitted with the application.

8.3 Board Discussion, Enrichment Programs Funding

Interim Supt. Janet Bernard presented for Board discussion a letter from Bob Gans, DMSEF President, requesting a change from the existing system of donating current funds for the current year's enrichment program to donating the current year funds for the next year's enrichment programs.

Public Input:

- Bob Gans, DMSEF President, 735 Hoska Drive, Del Mar, 92014, reiterated the proposal is the Foundation's suggestion and is intended to encourage the community to continue donating to the DMSEF.
- John Logan, Carmel Del Mar parent, asked the Board to address the question of, "What happens if the school does not make its goal?" He expressed concern that the inability of a school to meet its fundraising goal could result in "have" and "have not" schools.

Board members expressed their individual thoughts and asked clarifying questions on the proposal, however, the Board was not comfortable taking action, which would, in essence, legislate how the Foundation would donate to the DMUSD.

In summary....

- The Board feels a change from the existing system of the DMSEF donating current funds for the current year's enrichment program to donating the current year funds for the next year's enrichment programs is a good idea and would assist the district in creating a more workable budget.
- The Board would like staff to stay with the existing formula when allocating enrichment staffing.

A detailed description of all agenda items is available in the board packet at www.dmusd.org, - Board of Trustees - Board Meetings - Board Packet.

- Board members took into consideration the concern expressed by Carmel Del Mar parent, John Logan.
- The Board appreciates the efforts of the Foundation and encourages support throughout the community.

8.4 **2nd Reading and Approval, 2008/2009 Site/Grade Level Caps**
On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the 2008/2009 Site/Grade Level Caps.

8.5 **2nd Reading and Approval, Board Bylaw 9323, Meeting Conduct**
Interim Supt. Janet Bernard presented BB 9323 for a second reading and recommended the Board consider revising the current speaker slip. Board members concurred with the recommendation.

Public Input:

- Kris Kissner, 12624 Carmel Country Road, #85, San Diego, 92130, spoke regarding the constraints of the Brown Act preventing the Board from answering all questions asked by the community.

On motion by Member Lamborghini, seconded by Member McDowell, the Board voted unanimously to approve Board Bylaw 9323, Meeting Conduct.

8.6 **2nd Reading and Approval, Proposed Modification to Attendance Area Boundary for Sage Canyon and Ocean Air Schools**
On motion by Member McDowell, seconded by Member White, the Board voted unanimously to approve the proposed modification to attendance Area boundary for Sage Canyon and Ocean Air Schools.

8.7 **Discussion, Possible Violations of Board Bylaws**
Interim Supt. Janet Bernard presented a letter from the Concerned Citizens of Del Mar in which they asked the Board to consider disciplinary action against Board Member White because of possible violations of Board Bylaw 9005, Governance Standards; and Board Bylaw 9011, Disclosure of Confidential Privileged Information.

Interim Supt. Janet Bernard stated that the investigation into the possible violation of BB 9011 revealed that no violation had occurred. Regarding statements made by Member White to the media, Interim Supt. Bernard cited Board Bylaw 9010, Public Statements, regarding speaking as an individual versus speaking as a Board Member. Interim Supt. Bernard consulted with Legal Services at the San Diego County Office of Education, and learned that typically School Boards do not discipline one another and any disciplinary action would be left up to the public. Legal Services also cautioned that if the Board chose to move forward with disciplinary action it could be damaging to the overall community.

A detailed description of all agenda items is available in the board packet at www.dmusd.org, - Board of Trustees - Board Meetings - Board Packet.

Public Input:

- Kris Kissner, 12624 Carmel Country Road, San Diego, 92130, stated that she feels the letter was not warranted for what was said.
- Jill Colburn, 10922 Corte Mejillones, San Diego, 92130, spoke regarding what she feels were reckless and unauthorized comments made by Member White.
- Kelly Politoske, 5020 Seashell Place, San Diego, 92130, spoke regarding disciplinary action against Member White.
- Comischell Rodriquez, 5127 Foxhound Way, San Diego, 92130, spoke regarding the Board's responsibilities and comments made by Member White as they relate to the Board Bylaws.
- Corrine Hackbart, 2195 7th Street, Del Mar, 92014, spoke regarding emails sent by former Board Member Linda Crawford.

Board President Easton stated the only discipline currently covered in policy is censure for a breach of confidentiality. President Easton also stated that if the Board wants to look at discipline for other types of actions, the Board would have to review its policies and include additional disciplinary actions in the policy.

8.8 **Board Representative, PTA Advisory Committee Meeting and the DMCTA/Administration Professional Relations Committee Meeting**

Interim Supt. Janet Bernard asked for guidance from the Board as to their desire to have on-going representation at these two committee meetings.

Public Input:

- Mary Farrell, 13765 Durango Drive, Del Mar, 92014, as a former PTA President, she spoke in opposition of Board members attending PTA Advisory meetings.
- Comischell Rodriquez, 5427 Foxhound Way, San Diego, 92130, spoke in favor of good communication but being mindful not to impose oneself on another entity. She shared an alternative plan, which is modeled after the SDUHSD Forum of Superintendents.
- Janet Handzel, 4961 Manor Ridge Lane, San Diego, 92130, spoke regarding the relationship of the PTA Presidents with the superintendent and the option of scheduling a Board member to attend for a particular part of the meeting, not necessarily the entire meeting.

Board President Easton suggested the superintendent extend an invitation to a Board member if their attendance is desired at a PTA Advisory Committee or Professional Relations Committee meeting.

8.9 **Employee Computer Purchase Program**

Assistant Superintendent, Business Services, Dena Whittington, gave a recap of the current employee computer purchase program and recommended the discontinuance of the program. She stated that if the District wanted to reinstate the program at a later date, it would need to be restructured.

8.11 **Reminder of Upcoming Events**
Presented for information only.

9. OPERATIONS AND FACILITIES

9.1 **Facilities Report**
Director of Personnel/Facilities, Rodger Smith, presented for information only.

Member White requested the preschool facility be included in the Westberg + White proposal and to include an option of using existing buildings.

10. BUSINESS AND FINANCE

10.2 **Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements**
Pulled from consent.
Member White asked for verification that the district does not currently have any problem with staff claiming mileage. Staff confirmed there is not a problem. To claim mileage expense an employee must complete the appropriate form and have it approved by their supervisor.

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements.

10.6 **Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)**
Pulled from consent.
Member White asked for clarification about declaring some furniture surplus while purchasing new furniture.

On motion by Member White, seconded by Member McDowell, the Board voted unanimously to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)

10.8 **Board Approval, Contract Between Del Mar Union School District and Janet Bernard**
On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to approve the Contract between Del Mar Union School District and Janet Bernard.

10.9 **District Goals for Reserves**
Presented to the Board to begin the dialog.

10.10 **Configuration of Resignation Agreement dated February 26, 2008**
On motion by Member Lamborghini, seconded by Member White, the Board voted unanimously to approve the Configuration of Resignation Agreement dated February 26, 2008.

A detailed description of all agenda items is available in the board packet at www.dmusd.org, - Board of Trustees - Board Meetings - Board Packet.

10.11 **2008-2009 Updated Budget Assumptions for the General Fund**
Presented for information only.

10.12 **Board Approval, Additional Transitional Work Days for Retired Director of Pupil Services, Trish Snider**
On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to approve Additional Transitional Work Days for Retired Director of Pupil Services, Trish Snider

10.13 **2007/2008 Monthly Budget, Update**
Presented for information only.

11. PERSONNEL

11.2 **Board Personnel Committee Report, Katherine White, Board Clerk**

Board Member White reported that the Board Personnel Committee met on March 13. Janet Bernard was invited to speak regarding the Curriculum and Instruction area. The committee recommends hiring a Coordinator of State and Federal Projects.

11.3 **Board Approval, Coordinator of State and Federal Projects Position**
On motion by Member White, seconded by Member McDowell, the Board voted unanimously to approve the Coordinator of State and Federal Projects Position

12. ITEMS FOR APRIL 2008 BOARD MEETING:

- Board Approval of Contract Between the Del Mar Union School District and Perspectives Therapy, Inc. to Provide Occupational Therapy During the 2006-2007 in an Amount not to Exceed _____
- Update on 2008/2009 Student Registration and Preliminary Look at 2008/2009 Staffing Projections
- Recommendation for Approval of Science Program
- Possible New Board Policy 7132 Regarding Site-Based Capital Facility Projects
- First Reading, Energy & Water Management Policy, (Storm Water Requirements)
- Clarification, CFD Governance
- Child Nutrition Update
- Board Approval, TRANS Issuance
- Revised blue speaker slip
- Board Bylaw 9323
- Enrichment allocation
- Sustaining staffing level
- Update on hiring of various positions -
- Update on letter writing campaign
- Report of enrollment

13. ADJOURNMENT

On motion by Member Lamborghini, seconded by Member McDowell, the Board voted unanimously to adjourn the March 26, 2008 Regular Board meeting at 10:10 a.m.

Katherine White, Clerk	Annette Easton, President
Date	Date

A detailed description of all agenda items is available in the board packet at www.dmusd.org, - Board of Trustees - Board Meetings - Board Packet.

DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES

MINUTES OF SPECIAL SCHOOL BOARD MEETING
BY THE BOARD OF TRUSTEES
Del Mar Union School District
Conference Room
225 9th Street
Del Mar, CA 92014

Friday, March 28, 2008
8:00 a.m.

Members Present:	Annette Easton, President of the Board Katherine White, Clerk of the Board Janet Lamborghini Steven McDowell
Others Present:	Janet Bernard, Interim Superintendent Rodger Smith, Director of Personnel/Facilities Arjay Smith WendyWiles (via telephone)

BUSINESS TRANSACTED WAS LIMITED TO THE FOLLOWING:

Board President, Annette Easton, called the meeting to order at 8:02 a.m.

1. APPROVAL OF THE AGENDA

   On motion by Member McDowell, seconded by Member White the Board voted unanimously to approve the Agenda.

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2. PUBLIC INPUT: None

ADJOURN TO CLOSED SESSION at 8:03 a.m. to discuss:

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR (G.C. 54956.8)--Property: 225 9th Street, Del Mar, California 92014—Agency Negotiators: Janet Bernard, Interim Superintendent/Rodger Smith, Director of Facilities/Personnel—Negotiating Parties: DMUSD and the City of Del Mar—Under Negotiation: Sale/Lease Terms Between the City of Del Mar and the DMUSD

RECONVENE TO OPEN SESSION AT 9:29 A.M.

4. REPORT ACTION TAKEN IN CLOSED SESSION:

The Board voted unanimously to extend the escrow on the sale of the Shores property, located at 215 and 225 9th Street, Del Mar, CA, to the City of Del Mar to April 15, 2008. The Board is in the process of preparing a written response to be delivered to the City of Del Mar on Monday, March 31, 2008.

5. ADJOURNMENT

On motion by Member Lamborghini, seconded by Member McDowell, the Board voted unanimously to adjourn the March 28, 2008 Special School Board Meeting at 9:30 a.m.

Katherine White, Clerk	Janet Bernard, Interim Superintendent
Date	Date

DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES

MINUTES OF SPECIAL SCHOOL BOARD / VISITATION MEETING
BY THE BOARD OF TRUSTEES
Sycamore Ridge School
5333 Old Carmel Valley Road
San Diego, CA 92130

Wednesday, April 2, 2008
12:45 p.m.

Members Present:	Annette Easton, President of the Board Katherine White, Clerk of the Board Janet Lamborghini Steven McDowell
DMUSD Staff:	Janet Bernard, Interim Superintendent Emily Disney, Principal, Sycamore Ridge

BUSINESS TRANSACTED WAS LIMITED TO THE FOLLOWING:

1. Board President, Annette Easton, called the meeting to order at 12:47 p.m.

   On motion by Member Lamborghini seconded by Member White the Board voted unanimously to approve the Agenda.

2. **PUBLIC INPUT: NONE**

3. **VISITATION TO SYCAMORE RIDGE SCHOOL AND OBSERVATION OF PROFESSIONAL LEARNING COMMUNITY PRACTICES**

   Principal Emily Disney welcomed the Board and provided background on PLC activities at Sycamore Ridge, to date. Mrs. Disney also reviewed Stull Bill Guidelines, Class Study Lists, and the Team Trimester Improvement Goals for 2007/2008.

   Staff arrived at 1pm, seating by grade level teams and the Board Members and Superintendent each joined a different team.

   The staff had pre-read an article on Process Balanced Assessment Systems by R. Stiggins. Each grade level group provided feedback on the parts of the article that were impactful to them; often focusing on how to have the student play a role in determining the next learning area.

The group then read an article entitled "The Story of Emily" with Principal Disney and Sycamore Ridge Teacher of the Year Jen Howard acting out part of the interview. The group then talked about the impact or significance of this learning opportunity.

Principal Disney then lead grade level reporting on writing. Each grade provided their current assessment practices, what their current focus is and why, and then provided lesson plan details and student writing samples. All grades talked about data driven results and goals.

The session's last major focus area was current STARS (where the group felt they were now in regards to assessments and areas they felt they were successful in) and then STAIRS (where the grade level groups felt they needed to go or focus on).
The Board thanked Emily Disney and her staff for an outstanding visit.

4. **BOARD APPROVAL, ADDITIONAL WORK HOURS FOR LYN CARLSON, COORDINATOR FOR THE DMUSD PRESCHOOL ASSESSMENT TEAM**

On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to approve additional work hours for Lyn Carlson, Coordinator for the DMUSD Preschool Assessment Team.

5. **ADJOURNMENT**

On motion *by Member Lamborghini, seconded by Member McDowell, the board voted unanimously to adjourn the April 2, 2008 Special School Board/Visitation Meeting at 3:00 p.m.*

Katherine White, Clerk

Annette Easton, President

Date

Date

April 23, 2008

To: Board Members

From: Peg LaRose, Principal, Sage Canyon

Through: Janet Bernard, Interim Superintendent

Subject: Student Recognition: Sage Canyon

Sage Canyon School
Coyote Corner Student Store

The Coyote Corner is a student run school supply store for Sage Canyon. Beginning in November, the students applied to be team members. They attended work meetings every Friday morning before school to determine what they needed to learn to be ready for the opening in March. After identifying the problems, discussing solutions, and voting, the students became team members in a very short time. Team members returning from previous years became trainers to the new team members. The students researched catalogs for merchandise, discussed cost and profit, accounting, advertising and teamwork. Team members learn to stay within their budget and order items that interest customers and also have great value.

After opening the store everyone takes a turn doing the jobs they desire, but all team members know that they may be asked to assume any job. The jobs include: store manager, inventory, sales help/security, greeters, cashiers, baggers, customer service and backpack valet. The students have learned how different each job can be.

Being a Sage Canyon Coyote Corner Student Store team member is fun and rewarding while giving service to their school.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

2.0

April 15, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Staff Recognition – Employees of the Month

Jake's Del Mar is continuing its support of our educational program by honoring staff members each month who are recognized by their site or department as "Employees of the Month." Jake's provides honorees with a $30.00 gift certificate.

Employees of the Month for April are:

Ashley Falls	Terri Alper, School Administrative Assistant
Carmel Del Mar	AnneYarnell, Special Education Aide II
Del Mar Heights	Linda Tucker, Library Media Specialist
Del Mar Hills	Trudi Smith, Health Technician
Ocean Air	Dave Macias, School Plant Manager
Sage Canyon	Trish Portella, Special Education Aide II
Sycamore Ridge	Carolyn Liuchan, Preschool Special Education Aide II
Torrey Hills	Tranquilino Mentado, Night Custodian

FISCAL IMPACT: None

RECOMMENDED: For information only. No action is required.

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: 2008 California Distinguished School Award, Ashley Falls School

Ashley Falls School was one of twenty-four schools in San Diego County recently named as a 2008 California Distinguished School by the California Department of Education (see attachment).

A three-member validation team of external evaluators visited Ashley Falls prior to spring break. The team was responsible for validating the school's application through observations, interviews, and written documents. At the end of the validation team's visit, it was announced that Ashley Falls was being recommended for the award.

The District applauds the Ashley Falls School community for achieving this special honor and for sustaining a commitment to excellence in education for every student.

A school team and the Interim Superintendent have been invited to attend the California Department of Education awards ceremony on May 16, 2008 at the Disneyland Hotel in Anaheim.

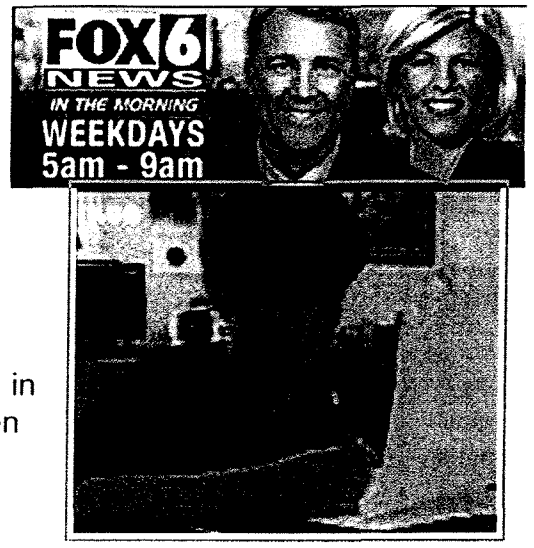
Congratulations to Ashley Falls students, staff and parents for earning this outstanding recognition.

FISCAL IMPACT: None

RECOMMENDATION: For information only. No action required.

4

2 Dozen San Diego Schools Honored



Last Update: 4/09 4:39 pm

More than two dozen elementary schools in San Diego County were Wednesday named "2008 California Distinguished Schools" by the California Department of Education.

A total of 343 public elementary schools from 189 districts in 39 counties, 27 of them in San Diego County, were chosen for the honor, according to state Superintendent of Public Instruction Jack O'Connell.

"These outstanding elementary schools represent many different kinds of communities, organizational structures and student populations," he said. "Sixty-four of these schools come from small, rural communities, 11 are charter schools and nearly half, or 156 schools, have significant populations of students living in poverty and are supported by federal Title I funding."

According to the CDE, this year's selection criteria for the California Distinguished Schools program, which is now in its 23rd year, was more stringent than ever.

School administrators were required to write a substantive narrative application and then undergo an extensive site validation, according to the state. For the current year, 839 elementary schools submitted applications.

Elementary and secondary schools are recognized during alternate years.

The elementary schools in San Diego County selected by the CDE as "California Distinguished Schools" are:

-- Fuerte Elementary, Cajon Valley Union Elementary;

-- Jamacha Elementary, Cajon Valley Union Elementary;

-- Hope Elementary, Carlsbad Unified;

-- Kelly Elementary, Carlsbad Unified;

-- Otay Elementary, Chula Vista Elementary;

-- Ashley Falls, Del Mar Union Elementary;

-- Capri Elementary, Encinitas Union Elementary;

-- Flora Vista Elementary, Encinitas Union Elementary;

-- Bernardo School, Escondido Union Elementary;

-- Clover Flat Elementary, Mountain Empire Unified;

-- Ira Harbison School, National Elementary;

-- Christa McAuliffe Elementary, Oceanside Unified;

-- South Oceanside Elementary, Oceanside Unified;

-- Stuart Mesa Elementary, Oceanside Unified;

-- Andrew Jackson Elementary, San Diego Unified;

-- Kumeyaay Elementary, San Diego Unified;

-- La Jolla Elementary, San Diego Unified;

-- Ocean Beach Elementary, San Diego Unified;

-- Torrey Pines Elementary, San Diego Unified;

-- William Penn Elementary, San Diego Unified;

-- Knob Hill School, San Marcos Unified;

-- Richland Elementary, San Marcos Unified;

-- Chet F. Harritt School, Santee Elementary;

-- Sycamore Canyon Elementary, Santee Elementary;

-- Spencer Valley Elementary, Spencer Valley Elementary;

-- Valley Center Elementary Upper School, Valley Center-Pauma Unified; and

-- Valley Center Primary School, Valley Center-Pauma Unified.

April 16, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Report: DMCTA President, David Skinner

DMCTA President, David Skinner, will be present to give a brief report to the Board.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

5.3

April 16, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Report: Del Mar Schools Education Foundation

DMSEF President Bob Gans will provide a brief report on DMSEF activities during the past month.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

5.4

April 15, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Report: Monthly Staff Development, Travel/Conference Update

This routine agenda item provides a monthly update of Staff Development and Travel Conference Requests. The spreadsheet indicates the employee who has requested to attend professional training out of the District, the activity or conference title, the estimated expenditure and the funding source for the activity.

An updated report is included in all monthly board packets.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

5.5

NAME	SITE	ACTIVITY TITLE/DESCRIPTION	DATE OF ACTIVITY	COST (EST.)	FUNDING SOURCE
Tucker, Linda	Del Mar Heights	Professional Growth Day - For Library Media Specialists	4/14/08	$30.00	Curriculum
Crew, Cindy	Ashley Falls	Working Successfully w/Difficult & Disruptive Students	5/5/08	$185.00	PAR
Creighton, Katherine	Ashley Falls	Working Successfully w/Difficult & Disruptive Students	5/5/08	$185.00	PAR
Harris, Joli	Ashley Falls	Working Successfully w/Difficult & Disruptive Students	5/5/08	$185.00	PAR
Pike, Kristine	Ashley Falls	Working Successfully w/Difficult & Disruptive Students	5/5/08	$185.00	PAR
Intravaia, Paula	Carmel Del Mar	A Community Conversation w/Dan Pink - O.C. Dept. of Ed & Arts	3/19/08	$109.71+	SIP
Bernard, Janet	District Office	May Revise - School Services, SDCOE	5/19/08	$250.00	General Fund
Whittington, Dena	District Office	May Revise - School Services, SDCOE	5/19/08	$250.00	General Fund
Fleberg, Alison	Sage Canyon	Discipline without Stress - Otter Creek Institute	5/16/08	$199.00	SIP
Roath, Yvonne	ECC	Director's Workshop for Child Care Directors	4/10/08	$30.00+	Child Care Funds
Bernard, Janet	District Office	SF2 - Meeting with School Services	4/10/08	$258.00+	General Fund
Whittington, Dena	District Office	SF2 - Meeting with School Services	4/10/08	$258.00+	General Fund
Kuriyama, Donna	Del Mar Heights	Executive Functioning: Improving Student Outcomes w/Educ-Based Interventions	2/28/08	$75.00+	General Fund
Greenway, Karina	Ashley Falls	Professional Growth Day - For Library Media Specialists	4/14/08	$45.00+	Curriculum
Rood, Erica	Torrey Hills	Six Trait Writing Strategies	4/15/08	$185.00	Discretionary Blk Grant
Wilken, Scott	Torrey Hills	Six Trait Writing Strategies	4/15/08	$185.00	Discretionary Blk Grant
Bishop, Jen	Torrey Hills	Six Trait Writing Strategies	4/15/08	$185.00	Discretionary Blk Grant
Whitmore, Sally	ECC	Current, Best Strategies for Creating an Outstanding Preschool Program	5/9/08	$240.00+	Child Care Funds
Roath, Yvonne	ECC	Current, Best Strategies for Creating an Outstanding Preschool Program	5/9/08	$240.00+	Child Care Funds
Wilson, Gary	Ocean Air	The Overindulged Child	5/12/08	$187.00	General Fund
Kholos, Tina	Ocean Air	The Overindulged Child	5/12/08	$187.00	General Fund
Bernard, Janet	District Office	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Wardlow, Wendy	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Barman, Amanda	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Solis, Teresa	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Ralston, Cindy	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Faulkner, Carol	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Zobell, Marcy	Del Mar Heights	Dual Language Institute, SDCOE	3/17/08	$75.00	Curriculum
Pechtimaldjian, Kathy	Sycamore Ridge	Professional Growth Day - For Library Media Specialists	4/14/08	$30.00	Curriculum
Disney, Emily	Sycamore Ridge	Assessment for Learning	3/17, 4/14, 4/22/08	Free	N/A
Chung, Donna	Sycamore Ridge	Assessment for Learning	3/17, 4/14, 4/22/08	$25.00	SIP
Stanton, Kristin	Sycamore Ridge	Assessment for Learning	3/17, 4/14, 4/22/08	$25.00	SIP
Morrison, Sherrie	Carmel Del Mar	BiPolar Disorder w/Dr. Jensen	3/24/08	Free	N/A
Morrison, Sherrie	Carmel Del Mar	Assessment of ESL Students	2/29/08	Free	N/A
Morrison, Sherrie	Carmel Del Mar	Medication Update	4/28/08	Free	N/A
Boerner, Penny	Sycamore Ridge	Infancy & Early Childhood Training - Online	4/25/08-5/9/08	$75.00	Special Ed
Sawi, Julie	Sage Canyon	Guided Writing, Shared Writing, Interactive Writing	3/10/08	$195.00	SIP
Johnson, Rachel	Del Mar Heights	Practical Therapy Techniques for Apraxia & Dysarthria	12/5/07	$195.00	Special Ed
Korody, Karry	Sage Canyon	Workshop for Sensory Feeding	1/18-1/19/08	$264.00	Special Ed
Weinberg, Sheila	Special Ed	LRP National Institute on Legal Issues of Educating Individuals w/Disabilities	5/4-5/7/08	$1350.00+	Special Ed

Note: + = Travel, Meals, Lodging, if applicable

April 17, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Recommendation for Approval of New Science Programs, Grades K-6, Houghton Mifflin and Prentice Hall

The District Science Teachers have worked diligently as a professional learning communities team this year to coordinate the piloting of state approved science programs for local adoption. Using an excellent resource document published by the California Department of Education entitled "The Science Adoption Toolkit," Science Teachers effectively facilitated a comprehensive review and evaluation of the piloting materials. The toolkit is organized to support the following accountability questions that guide the work of professional learning communities:

- What do we expect students to learn?
- How will we know when students have learned it?
- How will we respond when they don't learn it?
- How will we respond when they already know it?

The selection process for adoption included the piloting of two standards-based programs—Macmillan and Houghton Mifflin at Grades K-5, and Prentice Hall at Grade 6.

Based on the program evaluations from Science Teachers, piloting classroom teachers, students, and parents, the Science PLC Team finalized the following recommendation for Board adoption:

Grades K-5:	Houghton Mifflin California Science
Grade 6:	Prentice Hall California Earth Science

In addition, the Science Teachers are recommending that FOSS Science Kits be purchased for each site science lab for hands-on, inquiry based science learning. The Science Teachers will present the program recommendation to the Board this evening as part of a brief presentation.

The administration would like to sincerely thank the District Science Teachers for their outstanding work in guiding the piloting process and finalizing the recommendation for Board adoption.

Science Teachers include:

Becky Zebold	Ashley Falls
Linda Dugger	Carmel Del Mar
Nancy Swanberg	Del Mar Hills
Tanya Lubromudrov	Ocean Air
Susan Garfein	Sage Canyon
Jenny Luce	Sycamore Ridge
Uma Krisnan	Torrey Hills

FISCAL IMPACT: Approximately a $331,524 expenditure from District restricted funds for state adopted instructional materials.

RECOMMENDED: Approval of new science programs for Grades K-6, Houghton Mifflin and Prentice Hall.

*7.1

Science Adoption Timeline

February - June 2007

- Science PLC attends SDCOE presentations of science programs
- Science PLC selects programs to pilot from state approved list
- Science PLC meets with publisher representatives

August - November 2007

- Science PLC solicits classroom teachers to pilot
- Science PLC orders pilot materials
- Program materials displayed at each site's Back-to-School Night
- Program materials displayed at the District Office
- Parents and community members submit evaluations
- Science PLC tabulates parent surveys
- Classroom and science teachers inserviced on materials (September)
- Classroom and science teachers pilot
- Classroom and science teachers submit evaluations

January – April 2008

- Science PLC tabulates teacher evaluations
- Science PLC prepares recommendation
- Science PLC presents recommendation to the DMUSD Board

Attachment A

Piloting Teachers, K-5
Macmillan and Houghton Mifflin Science

Ashley Falls

Grade 3 Sandy Johnson
Grade 5 Kris Pike
Science Becky Zebold

Carmel Del Mar

Grade 3 Cathie Hays
Grade 3 Ann Leek
Grade 5 Sandra Nelson
Grade 5 Kelly Johnson
Science Linda Dugger

Del Mar Heights

Grade 1 Susie Lampe
Grade 1 Andrew Smith

Del Mar Hills

Grade 3 Nancy Goodman
Grade 3 Andrea Sleet
Grade 3 Kathryn Symington
Grade 5 Melissa Davis
Grade 5 Stephanie Sullins
Grade 5 Sandra Duclo
Science Nancy Swanberg

Ocean Air

Grade 1 Juliann Cunningham
Grade 1 Monica Tech
Grade 5 Katrina Graupman
Science Tanya Lubomudrov

Sage Canyon

Grade 3 Fred Bettig
Grade 3 Janet Orr
Grade 5 Allison Joyce
Grade 5 Chris Delehanty
Science Susan Garfein

Sycamore Ridge

Grade K Jill Wojtkowski
Grade 2 Donna Chung
Grade 2 Andrea Shea
Grade 5 Kristin Stanton
Grade 5 Emily Mackie
Science Jenny Luce

Torrey Hills

Grade 3 Janet Lee
Grade 3 Jacqueline Boysen
Grade 4 Scott Wilken
Grade 4 Erica Rood
Science Uma Krishnan

Attachment B

Piloting Teachers, Grade 6
Prentice Hall

Ashley Falls

Grade 6 Mary Ann Loes
Science Becky Zebold

Carmel Del Mar

Grade 6 Evon Carpenter
Grade 6 Pam Barger
Grade 6 Becca Jones

Del Mar Hills

Grade 6 Kim Cunningham
Grade 6 Sandra Duclo
Grade 6 Allison Warren
Science Nancy Swanberg

Sage Canyon

Grade 6 Amy Haselby-Asselin

Sycamore Ridge

Grade 6 J.J. Mokiao

Torrey Hills

Science Uma Krishnan

Attachment C

Del Mar Union School District Science Materials Selection Process

Parent/ Community Review
K -5 Grade Science Materials Assessment Form

Time Frame: August 30 – September 28, 2007
Please turn in this sheet with your responses by Friday, September 28th
Do not remove texts and materials from evaluation area.

Publisher Textbook	Macmillan/McGraw Hill California Science			Houghton Mifflin California Science		
Student Materials	Low		High	Low		High
• Visually engaging	1	2	3	1	2	3
• Easy to Understand	1	2	3	1	2	3
• Accuracy/Depth	1	2	3	1	2	3
Activities						
• Level of interest	1	2	3	1	2	3
• Easy to obtain needed materials	1	2	3	1	2	3
• Quality of investigations/labs	1	2	3	1	2	3
Student Assessment						
• Multiple options	1	2	3	1	2	3
• Activity based	1	2	3	1	2	3

Comments

Optional name:_____
(Please print)

Attachment D

Recommendations

For All Classrooms:

K-5: Houghton Mifflin California Science **$186,885**

- Streamlined equipment package that has equipment needed to conduct each activity in small groups. (Does not include readily accessible items such as paper plates and cotton balls.)
- One print consumable free for the life of the adoption

6th Grade: Prentice Hall California Earth Science **32,951**

- One print consumable per student free for the life of the adoption

For the Science Labs:

K-5 Foss **111,688**

- One set of Earth, Physical, and Life Science Kits per grade level for each site

---

Total (Includes taxes & shipping) **$331,524**

Attachment E



Instructions for Essential Component Review

The goal of this section is to examine the publisher's presentation of content, assessment, lesson design, instructional strategies, resources, and interventions to determine if the program will adequately support the identified needs of teachers and students in the district.

A series of generalized questions has been posed regarding each component, followed by specific elements of the adoption criteria highlighted in Chapter 9 of the *Science Framework for California Public Schools, Kindergarten through Grade 12*. Using these specific elements as a focus for examination of the instructional materials, rate each lettered element with the following rubric: (1) Does not meet district needs; (2) Meets district needs; or (3) Exceeds district needs. Please adhere to a "forced choice" in determining the degree to which the instructional materials meet or do not meet district needs. Use the "comments" section under each numbered question to record any information the committee will need in the decision-making process.

After completing all questions and itemized elements, total the overall component score and enter that single score in the space provided. Convert the component score to a 1, 2, or 3 rubric value. Based upon all comments for this essential component, create a summary statement. Finally, transfer this rubric score and summary statement for each component to the district summary sheet (Stage 3, Table A).





Science Content-*What Do You Want Your Students To Know?*

The goal of this section is to examine the publisher's presentation of Science Content in light of identified district needs to determine if the program will adequately support the teachers and students in the district.

Stage 2, Table B

Essential Component: SCIENCE CONTENT BASED ON DISTRICT/SCHOOL NEEDS:	1 = Does not meet district needs	2 = Meets district needs	3 = Exceeds district needs
1. In this unit, are the standards addressed comprehensively enough to lead students to mastery?			
a. The standards are clearly identified in each unit of study.			
b. The unit identifies the academic language, the skills, the concepts, and so forth implicit in each standard addressed.			
c. The outcomes and goals are identified and logically sequenced.			
d. The standards are covered at or beyond the cognitive level presented in the Science Framework narratives.			
Comments:			
2. Is the key science vocabulary adequately addressed?			
a. The essential vocabulary in the instructional material is clearly aligned with the vocabulary in the standards and framework.			
b. The essential vocabulary is clearly indicated for the students.			
c. The definitions are easy for students to understand.			
d. The vocabulary words are referenced within the text, a glossary, and an index.			
Comments:			

3. Are the Investigation and Experimentation Content (I&E) Standards addressed so that students can both master them as individual skills and apply them to the other science content standards?			
a. The I &E Standards needed in this unit are directly addressed.			
b. The I &E Science Content Standards help teach the Earth, Life, and/or Physical Science Content Standards addressed in this unit.			
Comments:			

4. Do the charts, graphs, diagrams, pictures, and so forth appropriately and adequately support the teaching of the identified standard(s)?			
a. The unit asks students to read, interpret, and create diagrams, charts, and graphs.			
b. The charts, graphs, diagrams, and so forth adequately support student understanding of content standards.			
Comments:			

5. Is there appropriate mathematics related to the concepts presented in the unit?			
a. The mathematics presented is not above grade level.			
b. Opportunities are provided for students to apply mathematics in the science content.			
Comments:			

6. Does the unit address environmental issues, historical developments, and contributions of minorities in science?			
a. Principles of environmental science are presented in a way that promotes the responsible use of resources and stewardship of the environment.			
b. The development of science is given a historical context, and the impact of science on technology and society is examined.			
c. The contributions of minorities are recognized in the appropriate historical context.			
Comments:			

7. Does the teacher's edition provide adequate, adult-level background information (concepts and examples) to equip the teacher to teach the standard?			
a. Clear and complete adult-level explanations of the concepts, principles, and theories being taught are provided to the teachers to refresh or enhance their own knowledge of the topics.			
b. Instructional material provides additional resources for further background information.			
Comments:			

SCIENCE CONTENT COMPONENT TOTAL SCORE:	(Circle 1, 2, or 3)	0-19= 1	20-37= 2	38-53= 3
Science Content Summary Statement:				



Assessment: Evaluating Student Mastery of Standards
How Do You Know Your Students "Know It?"

The goal of this section is to examine the publisher's presentation of student Assessment for both progress monitoring and summative evaluation in light of identified district needs in order to determine if the program will adequately support the teachers and students in the district.

Stage 2, Table C

~~Essential Component:~~ ASSESSMENT BASED ON DISTRICT/SCHOOL NEEDS:	1 = Does not meet district needs	2 = Meets district needs	3 = Exceeds district needs
1. Do the materials offer multiple measures to assess student mastery of the content standards?			
a. High quality multiple-choice items, formatted like state assessment items, are provided.			
b. Various types of assessments, such as multiple-choice, short-answer, essay, project options, portfolio use, and open-ended types, are provided.			
c. Assessments measure higher order thinking skills and competencies.			
d. Performance assessments with rubrics are provided to assess scientific process skills.			
Comments:			
2. Do the materials provide assessments that measure the extent of students' existing knowledge and skills (entry-level or pre-instructional assessment)?			
a. Specific and various types of entry-level assessments are included in the materials.			
b. Entry-level assessments provide useful information for planning instruction.			
c. Entry-level assessments include process skills as well as content.			
d. Entry-level assessments include the assessment of higher order thinking skills.			
Comments:			

3. Do the materials provide assessments that measure the progress of students toward mastery of the content standards?			
a. There are a variety of progress-monitoring assessments that measure student progress.			
b. The assessments provide various types of information regarding student progress.			
c. The assessments include opportunities for students to assess their own progress.			
d. There are assessments for individuals, pairs, and groups.			
Comments:			

4. Do the materials provide assessments that accurately measure student mastery of the standards after the completion of a unit of instruction (summative assessment)?			
a. The summative assessments are correlated to specific California Science Standards.			
b. Varied progress monitoring assessments are available to support daily instruction.			
c. Varied summative assessments are available to measure student mastery.			
d. The assessments measure mastery of higher order thinking skills.			
e. The assessments measure mastery of process skills, particularly those included in the Investigation and Experimentation Standards.			
Comments:			

5. Do the assessments provide the information teachers need to make instructional decisions?			
a. The assessments provide sufficient information to ascertain student misconceptions.			
b. The assessments provide sufficient information to determine appropriate interventions and/or remediation to meet students' needs.			
c. The assessments provide specific information regarding the progress and needs of English Learners.			
d. The assessments provide specific information regarding the progress and needs of students with disabilities.			
Comments:			

6. Are adequate resources (for example, answer keys, student response sheets, rubrics, and so forth) provided to accurately evaluate and score student responses on all assessments?			
a. The answer keys provide explanations as well as specific answers for the various assessments.			
b. The material provides test generator software in a user-friendly format.			
c. The assessments include rubrics, scoring guides, and other formats to evaluate and/or score student responses.			
Comments:			

ASSESSMENT COMPONENT TOTAL SCORE:	(Circle 1, 2, or 3)	0-24= 1	25-48= 2	49-72= 3
Assessment Summary Statement:				



Lesson Design and Instructional Strategies- *How Do You Make Sure Students "Know It?"*

The goal of this section is to examine Lesson Design and Instructional Strategies presented in the instructional material, in light of identified district needs to determine if the program will adequately support the teachers and students in the district.

Stage 2, Table D

Essential Component: LESSON DESIGN and INSTRUCTIONAL STRATEGIES Based On District/School Needs:	1 = Does not meet district needs	2 = Meets district needs	3 = Exceeds district needs
STUDENT NEEDS			
1. Does the material present the content in multiple ways to promote student understanding of the standards?			
a. Instructional material provides multiple opportunities for students to engage in scientific inquiry.			
b. Instructional material includes opportunities for students to receive direct instruction and guided practice.			
c. Instructional material includes activities/tools for the development of academic vocabulary.			
Comments:			
2. Do the activities and investigations promote student understanding of the standards?			
a. Activities and investigations are directly aligned with the standards.			
b. Activities and investigations build on prior learning.			
c. Activities and investigations form a basis for subsequent learning.			
d. Activities and investigations promote higher order thinking.			
e. Activities and investigations include progress monitoring and summative assessments requiring students to demonstrate mastery of the standard(s).			
Comments:			

3. Does your school have adequate materials to support the activities and strategies presented?			
a. Materials are easily accessible (for example, home and/or school) and support the activities and instructional strategies presented.			
b. Materials needed are appropriate for the grade level(s) targeted.			
Comments:			
4. Are there sufficient instructional strategies and resources to meet the identified needs of all of your students (for example, diverse learners and struggling students)?			
a. Instructional strategies and resources provide effective and equitable opportunities for English Learners.			
b. Instructional strategies and resources provide multiple entry points for students with limited reading or comprehension skills.			
c. Instructional strategies and resources include accommodations for students with disabilities in order to address their *Individualized Education Program* (IEP).			
d. Instructional strategies and resources include "extended activities" to reinforce/enrich the learning for all students.			
e. Instructional strategies and resources include activities that are engaging and relevant to students' lives.			
f. There are ample materials for independent study and review.			
g. Resources include useful conceptually organized concept maps and/or curriculum guides.			
Comments:			
TEACHER NEEDS			
1. Is there support to help teachers identify unit design and instructional strategies for content development and student mastery of concepts?			
a. Standards are designated within the instructional unit.			
b. Specific outcomes and goals are stated within the instructional unit.			
c. Appropriate progress monitoring assessment and summative assessments are included within the instructional unit.			
d. A sufficient number of appropriate activities that support student mastery of the learning objectives are included within the instructional unit.			
e. Clear, concise daily lesson plans, with appropriate pacing, are included within the instructional unit.			

f. A wide range of research-based differentiated instructional strategies is included within the instructional unit.			
g. A wide range of recommended instructional strategies for student intervention are included within the instructional unit.			
h. Research-based instructional strategies for the development of academic language are included within the instructional unit (for example, Analogy Graphic Organizer, Concept Wheel, Semantic Word Map, and so forth).			

Comments:

2. Does the material provide time options and pacing guides for instruction?

a. Material included in each instructional unit contains an appropriate pacing guide that allows for student mastery of the standards.			
b. Ancillary teaching materials contain appropriate, alternative pacing guides that accommodate limited instructional time.			
c. Materials offer suggestions for prioritizing standards when time to teach science is limited.			

Comments:

3. Does the teacher's edition offer sufficient suggestions for presenting the material successfully to all learners?

a. Ancillary teaching materials contain numerous research-based instructional strategies for universal access to accommodate a diverse student population (for example, English Learners, Advanced Learners/Gifted and Talented Students, Students with Disabilities, and so forth).			
b. Ancillary teaching materials contain numerous strategies for integrating other content disciplines (for example, English/Language Arts, Mathematics) into the instructional units.			

Comments:

LESSON DESIGN AND INSTRUCTIONAL STRATEGIES COMPONENT TOTAL SCORE:	**(Circle 1, 2, or 3)**	0-30= **1**	31-60= **2**	61-90= **3**

Lesson Design and Instructional Strategies Summary Statement:



Resources and Intervention
What Do You Do If Students Don't "Get It?"

The goal of this section is to examine the Resources and Intervention strategies available for teachers to use when students fail to master the standards within the context of an instructional unit and recommended pacing plan.

Stage 2, Table E

Essential Component: RESOURCES and INTERVENTION BASED ON DISTRICT/SCHOOL NEEDS:	1 = Does not meet district needs	2 = Meets district needs	3 = Exceeds district needs
1. What help is provided <u>to identify</u> specific errors and misconceptions in student learning?			
a. Resources that help teachers identify and clarify common misunderstandings for each standard are included.			
b. The assessments provide a means for teacher to identify errors and misconceptions in student learning.			
c. Resources are included to help teachers clarify exactly what part of each standard students do and do not understand.			
Comments:			
2. What help is provided <u>to identify</u> the underlying reasons for student errors and misunderstandings?			
a. Resources to help teachers distinguish between English Learner issues and content issues are provided.			
b. Resources to help teachers distinguish between academic language deficiencies and content issues are included.			
c. Strategies to help identify difficulties with written text materiel, for example, reading comprehension, is provided.			
d. Activities and investigations promote higher order thinking.			
e. Activities and investigations include progress monitoring and summative assessments requiring students to demonstrate mastery of the standard(s).			
Comments:			

3. Does your school have adequate materials to support the activities and strategies presented?			
a. Materials are easily accessible (for example, home and/or school) and support the activities and instructional strategies presented.			
b. Materials needed are appropriate for the grade level(s) targeted.			
Comments:			
4. Are there sufficient instructional strategies and resources to meet the identified needs of all of your students (for example, diverse learners and struggling students)?			
a. Instructional strategies and resources provide effective and equitable opportunities for English Learners.			
b. Instructional strategies and resources provide multiple entry points for students with limited reading or comprehension skills.			
c. Instructional strategies and resources include accommodations for students with disabilities in order to address their *Individualized Education Program* (IEP).			
d. Instructional strategies and resources include "extended activities" to reinforce/enrich the learning for all students.			
e. Instructional strategies and resources include activities that are engaging and relevant to students' lives.			
f. There are ample materials for independent study and review.			
g. Resources include useful conceptually organized concept maps and/or curriculum guides.			
Comments:			
TEACHER NEEDS			
1. Is there support to help teachers identify unit design and instructional strategies for content development and student mastery of concepts?			
a. Standards are designated within the instructional unit.			
b. Specific outcomes and goals are stated within the instructional unit.			
c. Appropriate progress monitoring assessment and summative assessments are included within the instructional unit.			
d. A sufficient number of appropriate activities that support student mastery of the learning objectives are included within the instructional unit.			
e. Clear, concise daily lesson plans, with appropriate pacing, are included within the instructional unit.			

f. A wide range of research-based differentiated instructional strategies is included within the instructional unit.			
g. A wide range of recommended instructional strategies for student intervention are included within the instructional unit.			
h. Research-based instructional strategies for the development of academic language are included within the instructional unit (for example, Analogy Graphic Organizer, Concept Wheel, Semantic Word Map, and so forth).			
Comments:			

2. Does the material provide time options and pacing guides for instruction?			
a. Material included in each instructional unit contains an appropriate pacing guide that allows for student mastery of the standards.			
b. Ancillary teaching materials contain appropriate, alternative pacing guides that accommodate limited instructional time.			
c. Materials offer suggestions for prioritizing standards when time to teach science is limited.			
Comments:			

3. Does the teacher's edition offer sufficient suggestions for presenting the material successfully to all learners?			
a. Ancillary teaching materials contain numerous research-based instructional strategies for universal access to accommodate a diverse student population (for example, English Learners, Advanced Learners/Gifted and Talented Students, Students with Disabilities, and so forth).			
b. Ancillary teaching materials contain numerous strategies for integrating other content disciplines (for example, English/Language Arts, Mathematics) into the instructional units.			
Comments:			

RESOURCES AND INTERVENTION COMPONENT TOTAL SCORE:	**(Circle 1, 2, or 3)**	0-30= **1**	31-60= **2**	61-90= **3**
Resources and Intervention Summary Statement:				

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Board Approval, Del Mar Union School District's Uniform Complaint Quarterly Report for January 1 – March 31, 2008

As the Board is aware, the governing boards of school districts in California are now required to review and approve the District's quarterly report of complaints regarding instructional materials, facilities and teacher staffing.

Attached for your approval is the 2007/2008 3rd quarterly report prepared for the period of January 1 through March 31, 2008. No complaints have been received for this period.

The San Diego County Office of Education has created a link on their website for school districts to electronically report the required information, and the Del Mar School District has completed the reporting process for the quarter specified above.

FISCAL IMPACT: None

RECOMMENDED: The Superintendent Recommends Approval of the Del Mar Union School District's Uniform Complaint Quarterly Report for January 1 – March 31, 2008

*8.1

SDCOE Williams Settlement

Quarterly Complaint Summary
ADD a new summary record

District Number : 68056

Quarter to Add: 2007-08 3rd Qtr Jan-Mar

Please fill in the following table. Enter 0 in any cell that does not apply.

	Number of Complaints for Quarter		
	Received	Resolved	Unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0

Submitted By: Sherry Forte

Title: Executive Assistant to the Superintendent

Add Record

Add Quarter Record

Williams Compliant Summary SDCOE Services

Back to Home Menu

The Complaint Summary Record has been added.

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Update on Process to Fill Board Vacancy

At the April 26 regular meeting the Board approved the timeline and application process for appointing a member of the community to fill the Board vacancy. Since that time, the administration has move forward with advertising the vacancy and making the application packet available to interested individuals.

As of April 18, only one application has been submitted to the District. The deadline for all applications is Friday, April 25 at 3:00 p.m.

In accordance with the approved timeline, all applicants will be interviewed in public on Wednesday, May 7. Each candidate will have five minutes individually to respond to Board prepared questions before the appointment is finalized.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Approval of a Consulting Firm to Conduct the Search for a New Superintendent

It is anticipated that the Board will be provided with proposals from four reputable consultant firms that frequently conduct searches for superintendents for California school districts. Unfortunately, only one proposal had been received at the time this agenda packet was published. Consequently, copies of the proposals will be delivered to Board members under separate cover.

Following receipt of the proposals, Board members are encouraged to review each one carefully. It is anticipated that this agenda item will include a discussion of the relative merits of the proposals. If, after a thorough discussion of the proposals, the Board reaches a consensus on a particular proposal, the Board may take action to approve a firm to conduct the search for the next Superintendent of the Del Mar Union School District. The Board may also wish to direct staff to conduct reference checks or provide additional information prior to the time that a selection of a search firm is finalized.

FISCAL IMPACT: Unknown at this time.

RECOMMENDED: In the event that the Board is able to reach a consensus on the selection of a search firm, it is recommended that the Board approve a consulting firm to conduct the search for a new superintendent.

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Board Approval, Donation from the Del Mar Schools Education Foundation

The administration is pleased to announce to the Board that on April 15, 2008, Bob Gans, President of the Del Mar Schools Education Foundation, presented a check to the Del Mar Union School District in the amount of $522,920.20 to help support enrichment programs at all eight schools in the district.

As stipulated in the letter accompanying the check, the Foundation will also donate on May 1, any additional funds raised from the Annual Appeal through the end of this month, as well as other surplus funds generated by various fundraising activities. (See attached letter.)

The administration would like to sincerely thank Bob Gans and all members of the DMSEF Board for their committed efforts this year to make this donation possible. We would also like to thank the parents and community members across the District for their amazing generosity in the spirit of providing an outstanding educational program for all the children of the DMUSD community.

The administration will work with each school site over the next couple of weeks to determine how each site would like their allocated amount applied to their enrichment program.

FISCAL IMPACT: $522,920.20 in local revenue to support the enrichment program districtwide.

RECOMMENDATION: The Interim Superintendent recommends acceptance of the $522,920.20 donation from the Del Mar Schools Education Foundation.

Del Mar Schools Education Foundation

April 15, 2008

BY HAND
Ms. Janet Bernard
Interim Superintendent
Del Mar Union School District
225 9th Street
Del Mar, California 92014

Dear Janet:

On behalf of the Board of the Del Mar Schools Education Foundation, it is my pleasure to present you with the enclosed check for $522,920.20, which represents the gross amount raised, without deduction for any expenses, through our Annual Appeal to date. These funds are offered as restricted contributions, to be used for enrichment programs at the following schools, in the amounts indicated below:

Ashley Falls	$62,877.80
Carmel Del Mar	$45,187.00
Del Mar Heights	$78,875.00
Del Mar Hills	$63,550.00
Ocean Air	$68,005.00
Sage Canyon	$90,659.26
Sycamore Ridge	$52,925.00
Torrey Hills	$60,841.14

As noted in my April 2 letter to the Board of Trustees, the Foundation will turn over any additional funds raised through our Annual Appeal between now and the end of this month on May 1, and will contribute any additional surplus generated by our fundraising activities as soon as our budgeting process is complete.

I wish to thank our entire Board for their tireless work this year, as well as the hundreds of donors who made the presentation of this check possible. Please contact me if you have any questions.

Very truly yours,

Bob Gans
DMSEF President

Cc: DMUSD Board of Trustees
DMUSD PTA Presidents
DMUSD School Principals
DMSEF Board Members

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: 1st Reading, 2007/2008 School Accountability Report Cards

School Accountability Report Cards for the 2006/2007 school year are submitted for a 1st reading at tonight's meeting. Review and approval of School Accountability Report Cards is an annual requirement, which stems from the passage of Proposition 98 in 1988. The accountability report cards provide the public with a way of comparing school programs and achievement within a format of standard topics. Please note that SARCs report data for the prior year. Therefore, Ocean Air is not included.

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

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

The school report cards presented here, will undergo additional staff review and may be amended slightly by individual sites and the various District administrative departments. Any changes will be designated next month, when the SARCs are presented to the Board for final approval. Once approved, the School Accountability Report Cards will be posted on the website for parent and community review.

FISCAL IMPACT: None

RECOMMENDED: For information only. No action is required.









Ashley Falls School

Del Mar Union Elementary School District

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

Ashley Falls School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

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

How to Contact Our School
13030 Ashley Falls Dr.
San Diego, CA 92130
Principal: Shelley Petersen
Phone: (858) 259-7812

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
http://www.dmusd.org/district



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Ashley Falls School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

Ashley Falls School is committed to providing each child with a nurturing and inspiring educational program. This not only includes a challenging academic program, but also the development of strong self-esteem, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool in learning. Through the combined efforts of parents and teachers working together, every child will experience success and realize their full potential.

We are so fortunate to work with a knowledgeable and committed parent community. So many aspects of our school rely on the continued support of our parents. Together, we make strides toward accomplishing our mission to "provide each child with a nurturing environment and an academically challenging curriculum that promotes lifelong learning, creative and critical thinking, personal academic achievement, appreciation for individual differences, and responsible citizenship in a democratic society".

It is through a cooperative effort of students, parents, and staff that Ashley Falls will continue to soar to success! To learn more about our school, please visit our Web site at www.dmusd.org/falls/ or call our office at (858) 259-7812.

Shelley Petersen, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
953
County Average: 789
State Average: 763

Student enrollment
551
County Average: 535
State Average: 531

Teachers
31
County Average: 28
State Average: 26

Students per teacher
18
County Average: 19
State Average: 20

Students per computer
4
County Average: 4
State Average: 5

Major Achievements

- Our multifaceted program provides opportunities for students to experience art, music, technology, science, and PE as extensions of the classroom. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the governor's office. In addition to the extended studies curriculum, students have the opportunity to participate in a variety of lunch clubs including Reader's Theater, yoga, Running Club, cheerleading, and Garden Club.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. Our focus on developing and maintaining effective Professional Learning Communities is the vehicle by which collaboration occurs and data-based program decisions are made.
- In October 2006 one member of our Professional Learning Community, science specialist Becky Zebold, was recognized as Del Mar Union School District's Teacher of the Year and represented the district at the San Diego County Teacher of the Year Awards.

Focus for Improvement

The Ashley Falls School Site Council and Site Strategic Planning Team met in May of 2007 to determine progress toward meeting Ashley Falls' three overarching school goals.

MEASURES OF PROGRESS

Academic Performance Index

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

Ashley Falls's API was 953 (out of 1000). This is a decline of 3 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**953**
Growth attained from prior year	**-3**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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

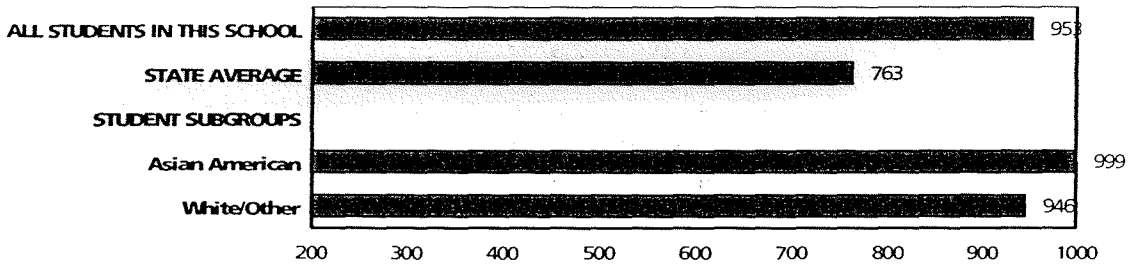
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 956. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site.**

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

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 15 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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	●	●	●	●
SUBGROUPS OF STUDENTS				
Students with disabilities	—	●	—	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		88%		88%		85%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		92%		92%		87%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		84%		79%		76%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	100%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

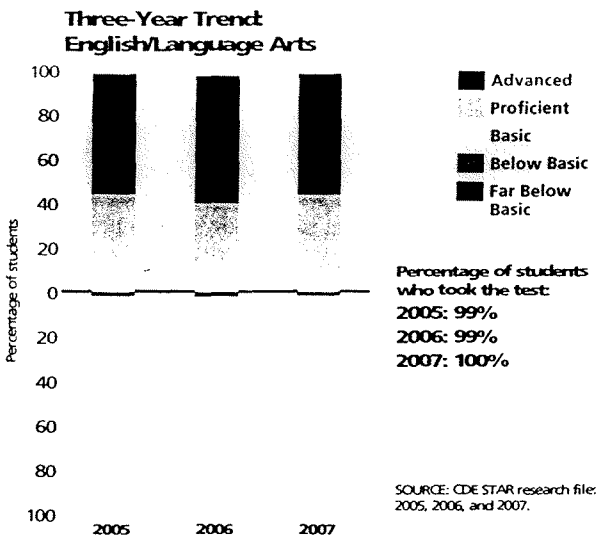
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	214	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced
Girls			90%	203	
English proficient			89%	404	**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	13	
Low income	NO DATA AVAILABLE		N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	416	
Learning disabled			80%	60	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			90%	357	
Asian American			93%	64	**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%	321	

SOURCE: The scores for the CST are from the spring 2007 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 on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			92%	100%	**SCHOOLWIDE AVERAGE:** About 39 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

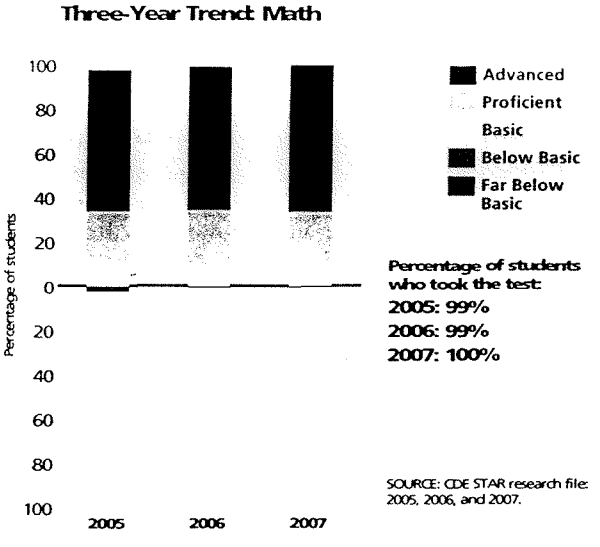
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			92%	214	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced
Girls			92%	203	
English proficient			92%	404	**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	13	
Low income	NO DATA AVAILABLE		N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			92%	416	
Learning disabled			85%	60	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			93%	357	
Asian American			98%	64	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			90%	321	

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You can read the math standards on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (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%	97%	**SCHOOLWIDE AVERAGE:** About 47 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

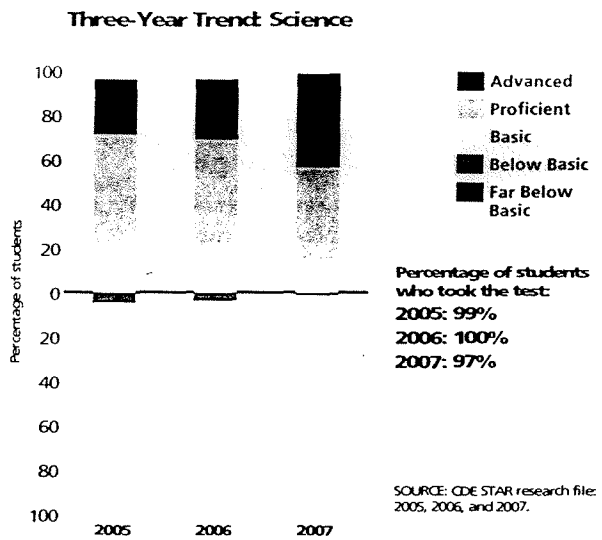
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			95%	37	**GENDER:** About 23 percent more boys than girls at our school scored Proficient or Advanced
Girls			72%	36	
English proficient			85%	71	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			84%	73	
Learning disabled	NO DATA AVAILABLE		N/A	9	**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			83%	64	
White/Other			83%	60	**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.

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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.

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



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	51%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	81%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	76%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	97%	62%	56%

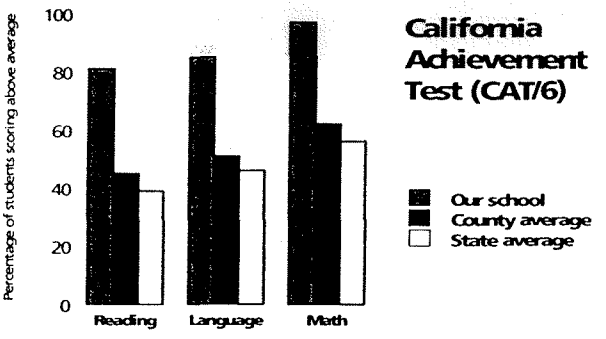
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Ashley Falls, 81 percent of students scored at or above average in reading (compared to 39 percent statewide); 85 percent scored at or above average in language (compared to 46 percent statewide); and 97 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Ashley Falls, 51 percent of students scored at the top in reading (compared to 15 percent statewide); 41 percent scored at the top in language (compared to 19 percent statewide); and 76 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every Ashley Falls student is exposed to standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. The support a child receives may change to fit each individual student's learning profile as the student makes progress toward and reaches academic benchmarks. After data is disaggregated and analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small group instruction by a certificated teacher before, after, and during the school day. Other interventions include Everyone a Reader and Ready to Read, both of which are early intervention reading programs. However, data has also shown these programs to be highly beneficial to older students who are learning English. In addition, students who are identified as being limited in English proficiency receive small group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small group support through one of Ashley Falls academic intervention programs described above.

STUDENTS

Students' English Language Skills

At Ashley Falls, 96 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	96%	68%	68%
English learners	4%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 22 students classified as English learners. At Ashley Falls, the language these students most often speak at home is Korean. In California it's common to find English learners in classes with students who speak English well. 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	14%	85%	85%
Vietnamese	5%	3%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	27%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	54%	8%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	19%	11%	11%
Latino/Hispanic	3%	44%	50%
White/European American/ Other	77%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Ashley Falls, none of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	0%	47%	56%
Parents with some college	100%	62%	54%
Parents with college degree	97%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Ashley Falls have attended college, and 97 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 76 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Ashley Falls varies across grade levels from a low of 20 students to a high of 26. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

Safety

Ashley Falls School is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Staff members work with the district safety committee to practice, revise, and update the safety plan as needed. The most recent update occurred in the spring of 2007. 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. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies provided by the PTA.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	0	5
2005–2006	0	0	5
2004–2005	0	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Through the Morning Meeting program, every classroom teacher focuses on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Ashley Falls is in the second year of participating in the PeaceBuilders Program. PeaceBuilders operates on six principles which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior with the Good Egg and Praise Notes, and Way to Go playground slips. To maintain a positive, safe, active playground environment, we have implemented schoolwide playground game rules and increased adult supervision, including parents during recess and lunch.

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.

During the 2006–2007 school year, we had no 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	74%	26%	25%
Girls in Fitness Zone	58%	33%	30%
Fifth graders in Fitness Zone	66%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	66%	30%	27%

SOURCE: 2006–2007 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Ashley Falls School is excellent due to the cooperative efforts of the entire staff. Our principal has 17 years of educational experience, has been in elementary administration for ten years, and holds a master's degree.

Shared decision making takes place through the work of several site leadership teams. The School Site Council (SSC) is comprised of staff and parents and meets at least six times each year. The SSC establishes the budget in accordance with the School Site Plan and approves expenditures. The Site Strategic Planning Team is comprised of staff and parents and meets annually with the SSC to review, update, and establish new school goals. Site staff leadership teams meet every month to make decisions regarding school issues. This group acts as a liaison between administration and grade level teams.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	6%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	55%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	45%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About six percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 45 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 55 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. 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 Ashley Falls hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Ashley Falls holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 91 percent of the faculty at Ashley Falls hold the elementary (multiple-subject) credential. This number is the same as the average for elementary schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	**Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers**	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

Evaluating and Improving Teachers

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

New district teachers are evaluated annually for the first two 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.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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

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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

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

Specialized Resource Staff

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

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.8
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	1.2
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

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 Success 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 six hours per day.

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

We provide students with additional opportunities to extend and enhance their learning through band, choir, family science nights and fairs, primary lunch helpers, Eagle Club, Newsletter Club, and a variety of other selections.

GIFTED AND TALENTED EDUCATION (GATE): As a Professional Learning Community, the Ashley Falls staff utilizes formative and summative assessment to develop and implement appropriate differentiated learning opportunities to support more students to achieve at higher levels of performance, particularly above proficient on the CST. Sixth grade students who scored in the 98th percentile or above on the fifth grade CST test in either mathematics or language arts, or scored in 99th percentile on the Otis-Lennon School Ability Test (OLSAT) are identified as Gifted and Talented and are eligible to participate in Ashley Falls Gate Program. In addition to the differentiated instruction taking place in the regular classroom, GATE-identified students have the opportunity to meet once each week with a specialist to participate in additional enrichment projects. Projects have included the study of neurology, a stock market simulation, and advanced environmental studies. Students not yet in sixth grade, or sixth grade students who did not qualify using the stated criteria yet require acceleration opportunities, may participate in many enrichment activities including; Continental Math League, the National Geographic Geo Bee, the Word Masters analogy competition, Johns Hopkins Talent Search, or the Math 24 challenge.

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

ENGLISH LEARNER PROGRAM: Students who are English learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at Ashley Falls are Cross-cultural Language and Academic Development (CLAD)-certified.

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** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

In spring of 2007, a new playstructure was installed on the fourth through sixth grade playground. This project was funded by the PTA and coordinated through the district facilities department. The equipment includes a rock wall and is designed to build students' upper body strength.

In the 2007–2008 school year, the entire blacktop area will be slurried and re-striped and three new basketball hoops will be installed and available for use by first and second grade students.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. 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 147 computers available for student use, which means that, on average, there is one computer for every four students. There are 41 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	5
Internet-connected classrooms	41	32	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Parent Involvement

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

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

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

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

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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

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Carmel Del Mar School

Del Mar Union Elementary School District

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

Carmel Del Mar School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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

How to Contact Our School
12345 Carmel Park Dr.
San Diego, CA 92130
Principal: David Jones
Phone: (858) 481-6789

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
http://www.dmusd.org/district



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Carmel Del Mar School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

Welcome to Carmel Del Mar (CDM) School, a California Distinguished School. At CDM we are proud of the fact that our students consistently strive for excellence and perform among the highest in the state on the state standardized testing. CDM students enjoy participating in numerous extracurricular activities, some of which include Zoo Crew, Chess Club, Chorus, Technology Club, Art Club, Student Council, Safety Patrol, and the 24 Math Club. The mission of Carmel Del Mar School, in cooperation with the staff, supportive parents, and an involved community, is to enable our children to recognize and reach their full potential.

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

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

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

David Jones, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
923
County Average: 789
State Average: 763

Student enrollment
491
County Average: 535
State Average: 531

Teachers
29
County Average: 28
State Average: 26

Students per teacher
17
County Average: 19
State Average: 20

Students per computer
5
County Average: 4
State Average: 5

Major Achievements

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

Focus for Improvement

- The Carmel Del Mar Strategic Plan will mainly focus on the following schoolwide goal: As a professional learning community, we will improve student learning in reading/language arts as measured by district, grade level, and state assessment measures.
- The following goals are part of an ongoing process for improvement:

  Implement a plan for our facilities that optimizes the learning environment for all students.
  Establish a staff development program, including time for planning, collaboration, and training to support an evolving instructional program.

MEASURES OF PROGRESS

Academic Performance Index

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

Carmel Del Mar's API was 923 (out of 1000). This is an increase of 10 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**923**
Growth attained from prior year	**+10**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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.

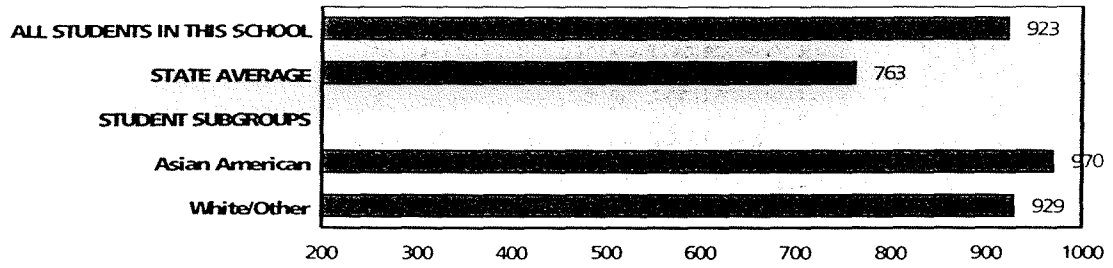
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 913. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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 4 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 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		81%		82%		79%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		84%		86%		84%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		71%		76%		79%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		81%	98%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

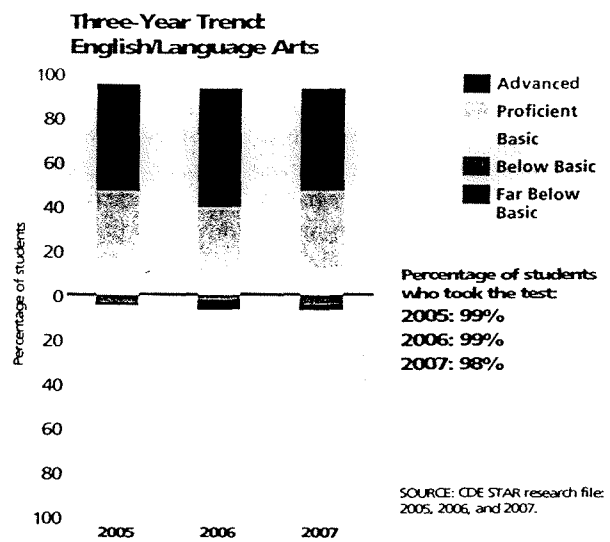
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		79%	204	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced
Girls		83%	176	
English proficient		86%	335	**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	45	
Low income	NO DATA AVAILABLE	N/A	18	**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		83%	361	
Learning disabled		63%	45	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		86%	334	
Asian American		87%	72	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		85%	261	

SOURCE: The scores for the CST are from the spring 2007 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 on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (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%	98%	**SCHOOLWIDE AVERAGE:** About 31 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		53%	96%	

Subgroup Test Scores

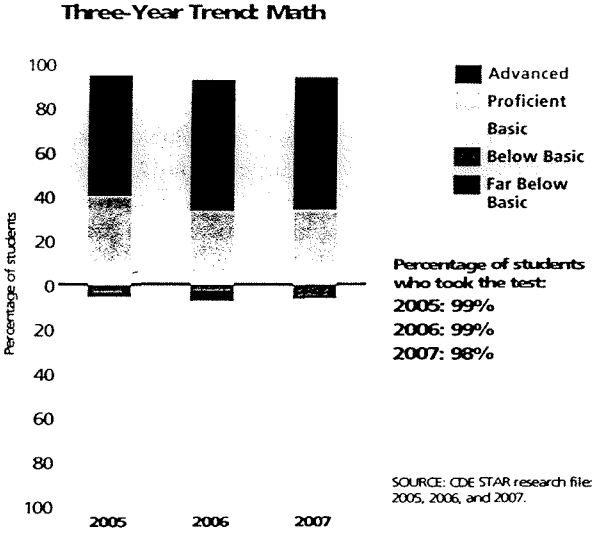
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		86%	204	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		82%	176	
English proficient		85%	335	**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	45	
Low income	NO DATA AVAILABLE	N/A	18	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		86%	361	
Learning disabled		46%	45	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		89%	334	
Asian American		95%	72	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		85%	261	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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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 on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			71%	100%	**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			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

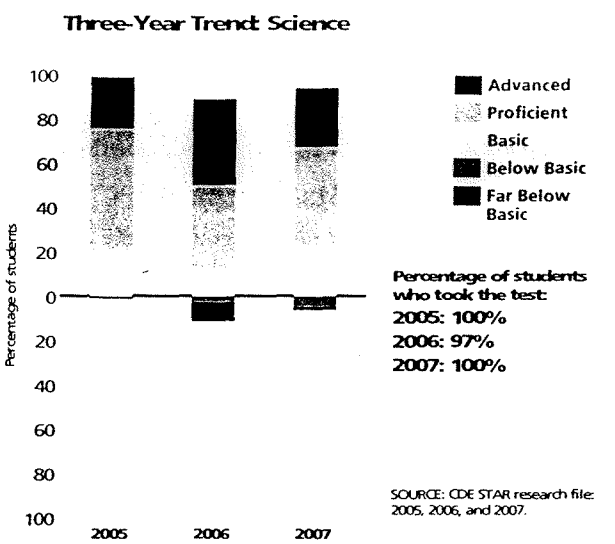
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			74%	42	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced
Girls			68%	38	
English proficient			76%	70	**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	5	**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			73%	75	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	13	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			74%	67	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	14	**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			74%	54	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	38%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	90%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	75%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	90%	62%	56%

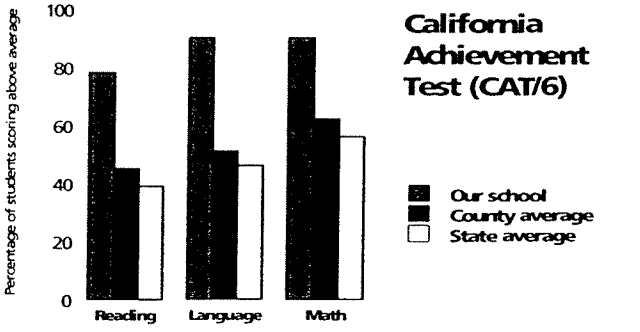
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Carmel Del Mar, 78 percent of students scored at or above average in reading (compared to 39 percent statewide); 90 percent scored at or above average in language (compared to 46 percent statewide); and 90 percent scored at or above average in math (compared to 56 percent statewide). The subjects with the most students scoring at or above average were language and 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 Carmel Del Mar, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 55 percent scored at the top in language (compared to 19 percent statewide); and 75 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 2007 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Carmel Del Mar, 87 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	87%	68%	68%
English learners	13%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 64 students classified as English learners. At Carmel Del Mar, the language these students most often speak at home is Korean. In California it's common to find English learners in classes with students who speak English well. 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	30%	85%	85%
Vietnamese	0%	3%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	36%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	34%	8%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	21%	11%	11%
Latino/Hispanic	8%	44%	50%
White/European American/ Other	70%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Carmel Del Mar, four percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	47%	56%
Parents with some college	97%	62%	54%
Parents with college degree	88%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 97 percent of the students at Carmel Del Mar have attended college, and 88 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 78 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Carmel Del Mar varies across grade levels from a low of 17 students to a high of 27. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	20	20
First grade	20	19	19
Second grade	19	19	19
Third grade	17	19	20
Fourth grade	23	28	29
Fifth grade	24	29	29
Sixth grade	27	28	29

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

Safety

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

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

Discipline

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering CDM. One of our goals is to develop social competencies/awareness in our students. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs that challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-esteem, self-discipline, and self-government. We participate in a character education program, which is in its third year of implementation districtwide. It is designed to strengthen the character of young people through promotion of the six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	0	5
2005–2006	0	0	5
2004–2005	1	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

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.

During the 2006–2007 school year, we had no 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	43%	26%	25%
Girls in Fitness Zone	55%	33%	30%
Fifth graders in Fitness Zone	49%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	49%	30%	27%

SOURCE: 2006–2007 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Carmel Del Mar School is excellent due to the cooperative efforts of the entire staff. Our principal has 13 years of educational experience and holds bachelor's degrees in Elementary Education and Aeronautical Studies, and master's degrees in Elementary Education and Administration.

Staff and teacher-teams collaborate on a weekly basis to work toward team goals, which are tied to the schoolwide goal in reading/language arts. They continually focus on improving learning for all children during weekly team meetings. Shared decision making includes: a principal/staff leadership team that meets monthly; a School Site Council, and a team of staff members, parents, district office staff, and board members who all assist in updating the Strategic Plan on an annual basis. Curriculum is developed and appropriately aligned in accordance with the state framework, state standards, district policies, and individual student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	47%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	53%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About three percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 53 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 47 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Carmel Del Mar hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Carmel Del Mar holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Carmel Del Mar hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	**Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers**	**1%**	**3%**

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

Evaluating and Improving Teachers

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

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

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

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

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

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

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

CURRICULUM AND TEXTBOOKS

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

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for **English/language arts** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. 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 100 computers available for student use, which means that, on average, there is one computer for every five students. There are 29 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	5
Internet-connected classrooms	29	32	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Parent Involvement

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

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

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

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

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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

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Del Mar Heights School

Del Mar Union Elementary School District

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

Del Mar Heights School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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

How to Contact Our School
13555 Boquita Dr.
Del Mar, CA 92014
Principal: Wendy Wardlow
Phone: (858) 755-9367

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
http://www.dmusd.org/district



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Del Mar Heights School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

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

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

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

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

Wendy Wardlow, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
966
County Average: 789
State Average: 763

Student enrollment
462
County Average: 535
State Average: 531

Teachers
28
County Average: 28
State Average: 26

Students per teacher
16
County Average: 19
State Average: 20

Students per computer
3
County Average: 4
State Average: 5

Major Achievements

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

Focus for Improvement

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

MEASURES OF PROGRESS

Academic Performance Index

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

Del Mar Heights's API was 966 (out of 1000). This is an increase of 20 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**966**
Growth attained from prior year	**+20**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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

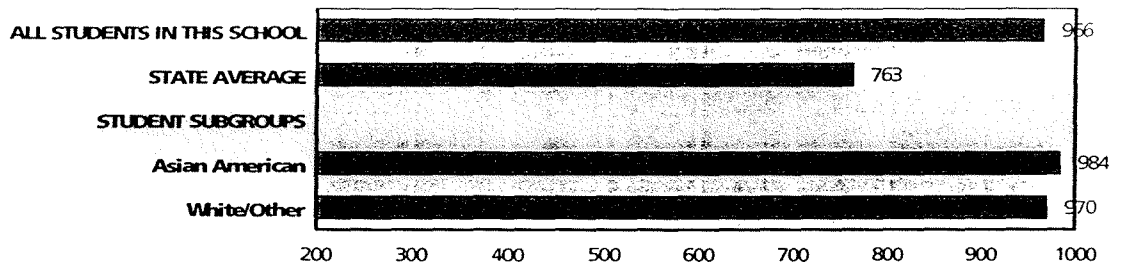
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 946. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 17 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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	●	●	●	●
SUBGROUPS OF STUDENTS				
Students with disabilities	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		91%		84%		81%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		92%		90%		86%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		97%		76%		76%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		91%	98%	**SCHOOLWIDE AVERAGE:** About 46 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

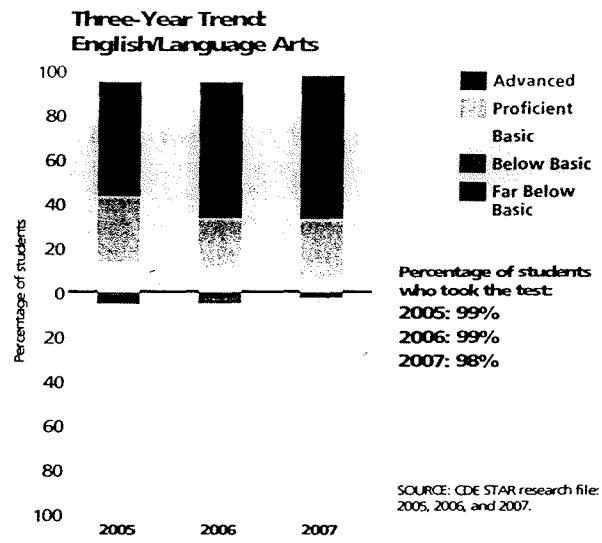
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		90%	169	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		93%	155	
English proficient		92%	316	**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	8	
Low income	NO DATA AVAILABLE	N/A	11	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		92%	313	
Learning disabled		71%	49	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		95%	275	
Asian American		89%	63	**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		93%	226	

SOURCE: The scores for the CST are from the spring 2007 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** on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		92%	98%	**SCHOOLWIDE AVERAGE:** About 39 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		53%	96%	

Subgroup Test Scores

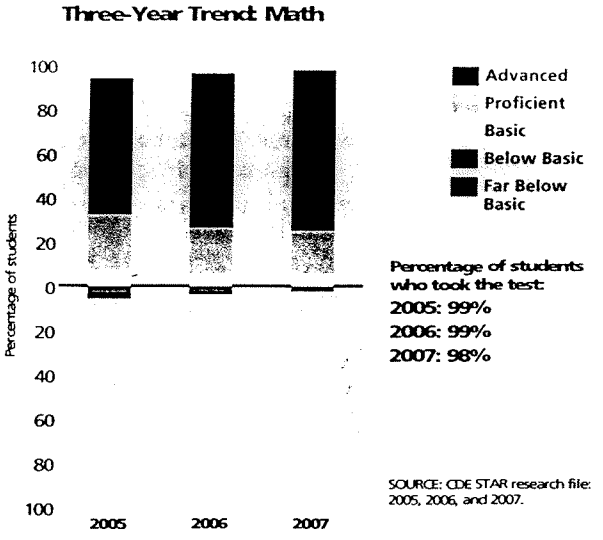
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		91%	169	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced
Girls		93%	155	
English proficient		93%	316	**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	8	
Low income	NO DATA AVAILABLE	N/A	11	**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		93%	313	
Learning disabled		76%	49	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		95%	275	
Asian American		91%	63	**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		94%	226	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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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 on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			97%	100%	**SCHOOLWIDE AVERAGE:** About 60 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

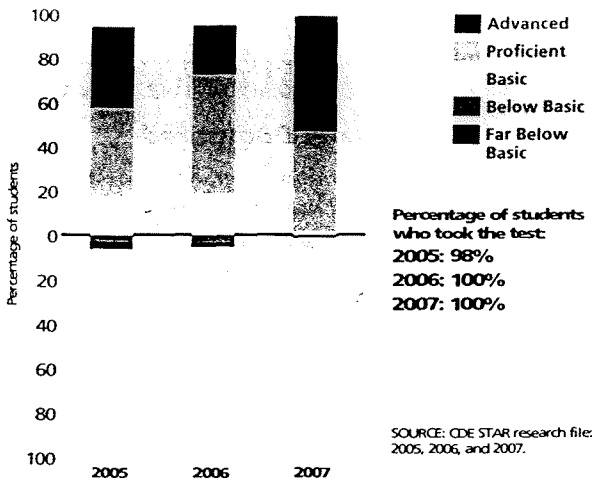
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			100%	39	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced
Girls			94%	32	
English proficient			97%	71	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			97%	71	
Learning disabled	NO DATA AVAILABLE		N/A	9	**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			98%	62	
White/Other			98%	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.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	48%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	84%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	63%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	89%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	79%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	96%	62%	56%

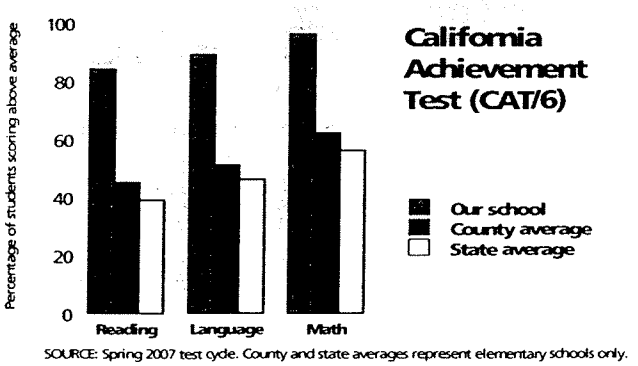
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Del Mar Heights, 84 percent of students scored at or above average in reading (compared to 39 percent statewide); 89 percent scored at or above average in language (compared to 46 percent statewide); and 96 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Del Mar Heights, 48 percent of students scored at the top in reading (compared to 15 percent statewide); 63 percent scored at the top in language (compared to 19 percent statewide); and 79 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Within grade-level teams, and through entire staff structures, our teachers analyze student achievement toward state standards via the following measures: classroom assessments, district benchmark tests, and state assessments.

STUDENTS

Students' English Language Skills

At Del Mar Heights, 96 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	96%	68%	68%
English learners	4%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 18 students classified as English learners. At Del Mar Heights, the language these students most often speak at home is Mandarin (Putonghua). In California it's common to find English learners in classes with students who speak English well. 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%	85%	85%
Vietnamese	0%	3%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	6%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	66%	8%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	7%	7%
Asian American/ Pacific Islander	19%	11%	11%
Latino/Hispanic	6%	44%	50%
White/European American/ Other	72%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Del Mar Heights, four percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	47%	56%
Parents with some college	99%	62%	54%
Parents with college degree	92%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 99 percent of the students at Del Mar Heights have attended college, and 92 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

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

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

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

Safety

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

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

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	2	0	5
2005–2006	2	0	5
2004–2005	1	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

During the 2006–2007 school year, we had seven suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

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

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	67%	26%	25%
Girls in Fitness Zone	88%	33%	30%
Fifth graders in Fitness Zone	76%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	76%	30%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

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

LEADERSHIP, TEACHERS, AND STAFF

Leadership

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

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

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	52%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	48%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About three percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 13 years of experience. About 48 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 52 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Del Mar Heights hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Del Mar Heights holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 97 percent of the faculty at Del Mar Heights hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

Evaluating and Improving Teachers

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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

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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

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

Specialized Resource Staff

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

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.6
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

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

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

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide differentiated (customized) instruction specifically designed to meet the varied needs of gifted learners. Additionally, specialists provide GATE students with coaching to prepare them to participate in selected academic competitions.

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

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

CURRICULUM AND TEXTBOOKS

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

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for **English/language arts** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. 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 133 computers available for student use, which means that, on average, there is one computer for every three students. There are 34 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	5
Internet-connected classrooms	34	32	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Parent Involvement

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

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

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

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

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

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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

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Del Mar Hills Academy of Arts and Sciences

Del Mar Union Elementary School District

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

Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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/district



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Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

Throughout the years, Del Mar Hills School Program has been recognized by the state as a California Distinguished School and a nationally acclaimed Blue Ribbon School. Our educational program is based on standards-based, progressive, and developmental core-curricular instruction integrated with fine arts. This teaching concept is instrumental in fostering an integral learning connection between the right and left brain, making learning and thought processes more meaningful and enabling greater retention of information. Highly skilled, fine arts credentialed specialists work with students and grade-level teachers to enrich and reinforce standards-based concepts at each grade level. Our small, intimate student-body size enables creativity and innovative integrated program design. It also fosters excellent teacher collaboration and meaningful staff development. Currently, our school enjoys the teaching support of 4.5 full-time enrichment teacher positions (in addition to grade level classroom teachers), creating an optimum teacher to student ratio in many of our classrooms.

Our school has a continued commitment to academic excellence and education of the total child; a staff dedicated to meeting the academic and social needs of every child; and a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, community service, and student government. Our test scores rank in the top three percent of the nation, and our students continue to show solid growth each year on multiple assessments. This is in large part due to our commitment to the Professional Learning Community (PLC) concept (data-driven instruction) and seamless coordination between our resource, gifted, and regular education programs. Targeted differentiated instruction is inherent in every classroom. Students enjoy working with standards-based, open-ended problem solving. Our students love to learn and truly enjoy school each day.

We are so proud of our 32-year tradition of educational excellence. Our staff is second to none and our parents are irreplaceable. Our science, art, music, and three technology labs are state of the art. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

Laurie Francis, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
917
County Average: 789
State Average: 763

Student enrollment
406
County Average: 535
State Average: 531

Teachers
24
County Average: 28
State Average: 26

Students per teacher
17
County Average: 19
State Average: 20

Students per computer
3
County Average: 4
State Average: 5

Major Achievements

- In previous years, our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the governor's office. Our focus on the interconnected concepts between the core curriculum and the fine arts, specifically, the sciences (including math), music, art, and technology (SMART) enables real world connections to teaching and learning. Curriculum maps are used to ensure careful unit planning and standards-based content. Reading and writing (the literacy framework) is woven into all aspects of teaching and learning. This is accomplished in part due to our specialist teacher to student ratio. Differentiated, small group, targeted instruction is commonplace in all classroom programs.
- Higher-order, open-ended questions that are based on real-world problems are integral to making an integrated curriculum meaningful. Our Academy program is project-based and interdisciplinary and requires that students think divergently. We are particularly proud of our ability to develop unique hands-on programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. Our Professional Learning Community student support services often employ a push-in model that facilitates data-driven, differentiated teaching and learning.
- Our students enjoy unique course offerings such as the MIND Institute Visual-Spatial Temporal Math Program, digital photography, art history, art literacy, gardening, chorus, instrumental music (including violin) and musical theater performance opportunities.

Focus for Improvement

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

MEASURES OF PROGRESS

Academic Performance Index

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

Del Mar Hills's API was 917 (out of 1000). This is an increase of 24 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**917**
Growth attained from prior year	**+24**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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

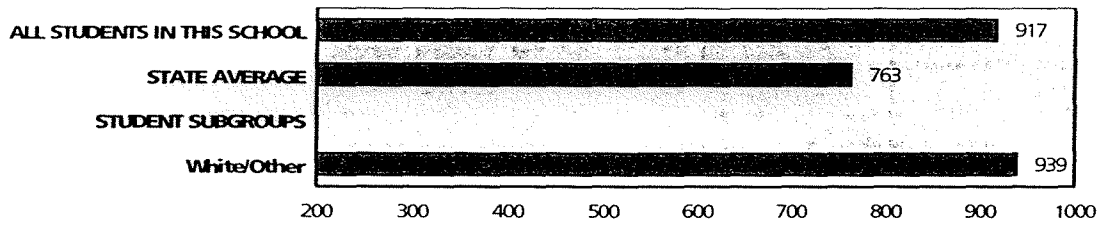
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 893. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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 4 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 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

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

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement School in 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		80%		79%		78%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		82%		82%		82%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		79%		59%		66%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		80%	99%	**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		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

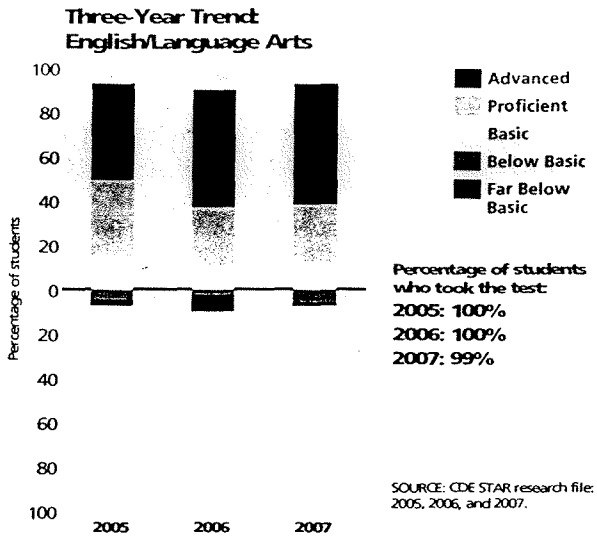
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		78%	157	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced
Girls		82%	134	
English proficient		84%	268	**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	23	
Low income	NO DATA AVAILABLE	N/A	28	**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%	263	
Learning disabled	NO DATA AVAILABLE	N/A	26	**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		83%	265	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	28	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		86%	228	

SOURCE: The scores for the CST are from the spring 2007 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 on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			82%	99%	**SCHOOLWIDE AVERAGE:** About 29 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

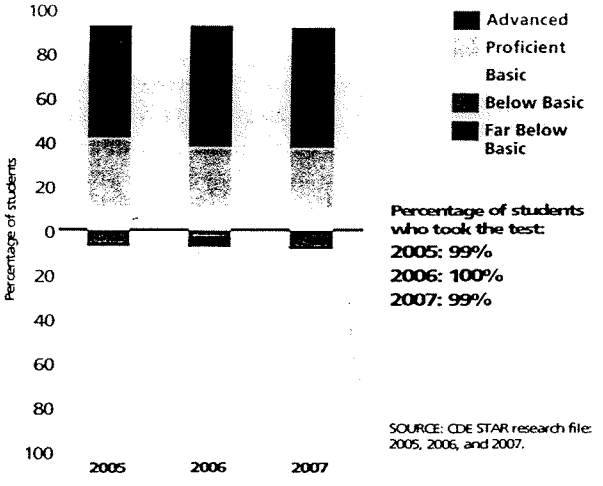
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			82%	157	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced
Girls			81%	134	
English proficient			82%	268	**ENGLISH PROFICIENCY:** We cannot compare scores for these two 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	23	
Low income	NO DATA AVAILABLE		N/A	28	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			86%	263	
Learning disabled	NO DATA AVAILABLE		N/A	26	**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			83%	265	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	28	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			86%	228	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (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 42 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

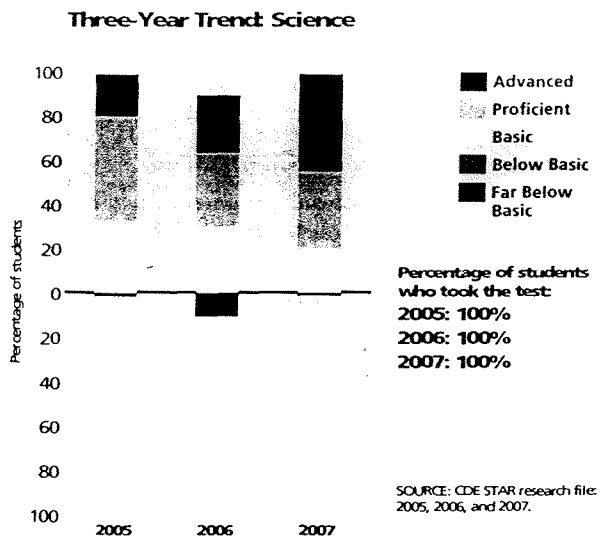
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			77%	39	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	27	
English proficient			84%	62	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income	NO DATA AVAILABLE		N/A	4	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			84%	62	
Learning disabled	NO DATA AVAILABLE		N/A	3	**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			79%	63	
White/Other			87%	53	**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 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	39%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	79%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	64%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	88%	62%	56%

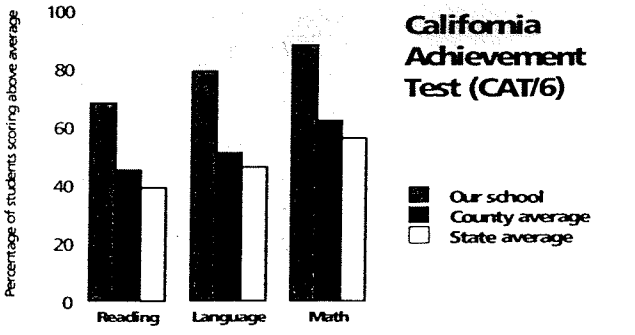
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 68 percent of students scored at or above average in reading (compared to 39 percent statewide); 79 percent scored at or above average in language (compared to 46 percent statewide); and 88 percent scored at or above average in math (compared to 56 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, 39 percent of students scored at the top in reading (compared to 15 percent statewide); 41 percent scored at the top in language (compared to 19 percent statewide); and 64 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Our Professional Learning Community works with formative and informative assessment data on a daily basis to measure student progress toward essential state standards. Formal and informal evaluations are employed on a regular basis. Each student's state assessments are monitored each fall for adequate yearly progress. If a student is not making appropriate progress, intervention (extra academic support) measures are immediately put in place to address the area of concern.

STUDENTS

Students' English Language Skills

At Del Mar Hills, 89 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	89%	68%	68%
English learners	11%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 44 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 who speak English well. 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	45%	85%	85%
Vietnamese	9%	3%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	14%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	32%	8%	9%

SOURCE: Language Census for school year 2006–2007. 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 six 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	13%	11%	11%
Latino/Hispanic	10%	44%	50%
White/European American/ Other	75%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Del Mar Hills, ten percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	10%	47%	56%
Parents with some college	93%	62%	54%
Parents with college degree	82%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 Del Mar Hills have attended college, and 82 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 72 percent of our students 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 19 students to a high of 27. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2006. 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. 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. The comprehensive school discipline policy may be viewed on the school Web site.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	0	5
2005–2006	1	0	5
2004–2005	1	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Del Mar Hills has adopted the PeaceBuilder Program, which is in its second year of implementation. The program is designed to strengthen the character of young people through good citizenship and "peacebuilding" behavior.

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.

During the 2006–2007 school year, we had no 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	50%	26%	25%
Girls in Fitness Zone	70%	33%	30%
Fifth graders in Fitness Zone	58%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	58%	30%	27%

SOURCE: 2006–2007 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Del Mar Hills Academy is excellent due to the cooperative efforts of the entire staff. Our principal has 20 years of experience (seven years at Del Mar Hills) 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 quarterly. 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. Professional Learning Community (PLC) teams continually analyze student work/ data to develop and align curriculum based on student need.

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	8%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	38%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	62%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About eight percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, nine years of experience. About 62 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 38 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. 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 three 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 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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 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. Ongoing assessment on students mastery of standards drives classroom instruction and staff development topics and activities.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

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	1.2
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

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 four 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. Our school enjoys beginning and intermediate band programs, as well as beginning and intermediate violin programs. All first through sixth graders participate in at least one standards-based drama/musical performance each year. All of our kindergarten through fifth graders participate in the MIND Math Program (a cooperative with University of California at Irvine). Kindergarten through third grade students participate in an art literacy course specifically designed to increase reading and writing fluency and develop reading comprehension skills (in addition to regular art sessions). A specially designed art history with an emphasis on US history course is offered to all of our fifth grade students on a weekly basis. Our state of the art science lab is project- and inquiry-based. A half-time credentialed physical education instructor works with all of our students on a weekly basis to encourage physical fitness, health, and nutrition. Technology is woven into all teaching and learning. Students work with digital arts, PowerPoint, I-Movie, graphic design and exit our program highly proficient in the area of technology.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified as suitable for Gifted and Talented Education (GATE) as per district guidelines. All classroom teachers are trained in differentiated curriculum delivery and instruction. Compacting curriculum, tiered assessments, acceleration, and open-ended inquiry are used as appropriate to ensure that all students are challenged at their level of instruction.

SPECIAL EDUCATION PROGRAM: 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: 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. The Hampton-Brown Avenues Program is used with all of our English learners (in addition to the regular education language arts program). English learners (in leveled language groups) also receive an hour of additional ELA support each week.

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** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

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.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. 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

Our library is state of the art and enjoyed daily by all students in kindergarten through sixth grade. Please visit the library link on our school Web site to learn about the many specialized programs sponsored by our librarian and library volunteers.

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	4	5
Internet-connected classrooms	28	32	30

SOURCE: CBEDS census of October 2006. 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. We offer parent training for our Everyone a Reader program as well as web reading and small group instruction. 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 quarterly 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. Coffees and events with the principal and community at large 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 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Our PTA and the Del Mar Schools Education Foundation organizes districtwide events to generate funds for school enrichment programs. School Improvement funds are also used to fund supplemental programs for students as appropriate. Additionally, local businesses support students and special programs at our school. In 2007, Del Mar Hills was awarded a $50,000 Early Education (EISS) grant to further our primary program goals and objectives.

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 January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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

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Sage Canyon School

Del Mar Union Elementary School District

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

Sage Canyon School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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

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

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
http://www.dmusd.org/district



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Sage Canyon School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year we enthusiastically begin our seventh year. We are committed to providing a nurturing and inspiring educational program for all of our students. It is our goal that each student realize his or her potential through our challenging and differentiated academic program. Through our Extended Studies Curriculum (ESC) Program, we offer weekly enrichment classes taught by credentialed specialists to students in visual art, choral and instrumental music, technology, and science lab.

We are particularly proud of our productive relationship with our dynamic and involved parental community. There is no doubt that Sage Canyon School thrives because of the commitment and engagement of the school community. Our parents and community are active participants in the development of an evolving vision of the school through participation on the Strategic Planning Team, the School Site Council (SSC), and other advisory committees. Parents also support the school through volunteering, participation in our very successful PTA, and contributions to the Del Mar Schools Education Foundation.

Peg LaRose, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
970
County Average: 789
State Average: 763

Student enrollment
769
County Average: 535
State Average: 531

Teachers
44
County Average: 28
State Average: 26

Students per teacher
17
County Average: 19
State Average: 20

Students per computer
8
County Average: 4
State Average: 5

Major Achievements

Sage Canyon School is committed to the development of the total child. We are committed to academic excellence, meeting the varying needs of all our students, and the education of unique opportunities in science, technology, and the fine arts. This includes programs within the classroom and outside the classroom. This year we have credentialed teachers providing enrichment programs for all students in technology, science, art, and music. Additional staff provides instruction in library skills. An upper grade student leadership program, a schoolwide classroom buddy program, and Student Council offer opportunities to develop individual student interests, leadership skills, and self-esteem. Lunchtime activities include a twice weekly "Roadrunners" running club and Playground Partners.

Focus for Improvement

- Continue the refinement and implementation of a comprehensive plan for improved schoolwide student social climate that encompasses the Character Counts program.
- Implement the Professional Learning Community philosophy and practices into the culture of Sage Canyon School as a means to maximize the learning and achievement of all students.
- Use technology as a meaningful tool for supporting and integrating the curriculum.

MEASURES OF PROGRESS

Academic Performance Index

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

Sage Canyon's API was 970 (out of 1000). This is an increase of 5 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**970**
Growth attained from prior year	**+5**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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

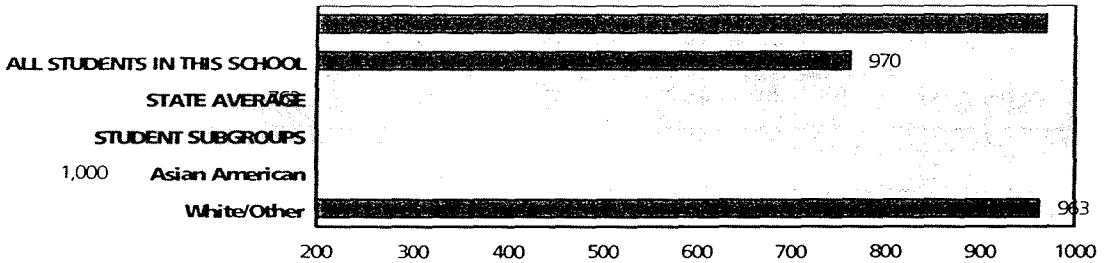
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 965. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		90%		91%		89%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		95%		94%		93%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		93%		84%		76%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	100%	**SCHOOLWIDE AVERAGE:** About 45 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

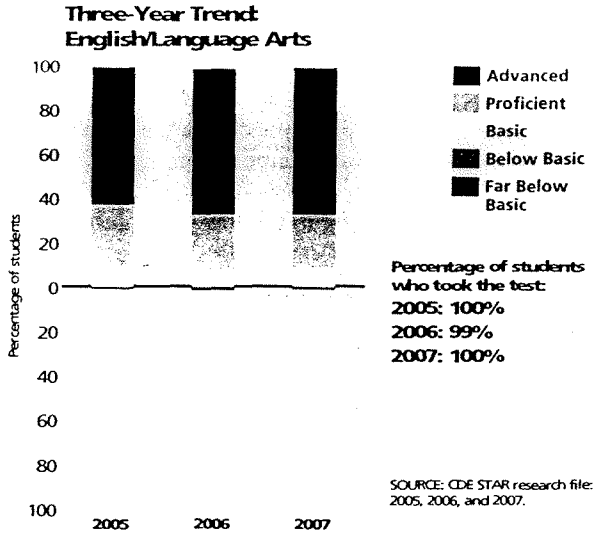
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	250	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced
Girls		91%	269	
English proficient		90%	505	**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	14	
Low income	NO DATA AVAILABLE	N/A	2	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		90%	517	
Learning disabled		85%	39	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		92%	480	
Asian American		96%	117	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		89%	374	

SOURCE: The scores for the CST are from the spring 2007 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 on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			95%	100%	**SCHOOLWIDE AVERAGE:** About 42 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

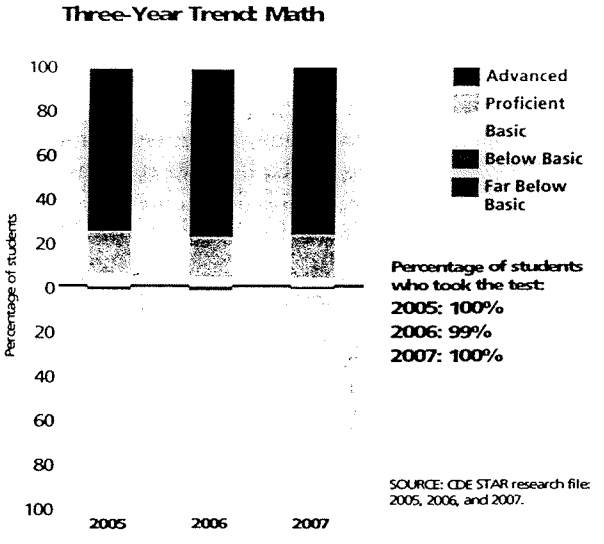
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			96%	250	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced
Girls			95%	269	
English proficient			96%	505	**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	14	
Low income	NO DATA AVAILABLE		N/A	2	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			95%	517	
Learning disabled			85%	39	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			96%	480	
Asian American			99%	117	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			95%	374	

SOURCE: The scores for the CST are from the spring 2007 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** on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			93%	99%	**SCHOOLWIDE AVERAGE:** About 56 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

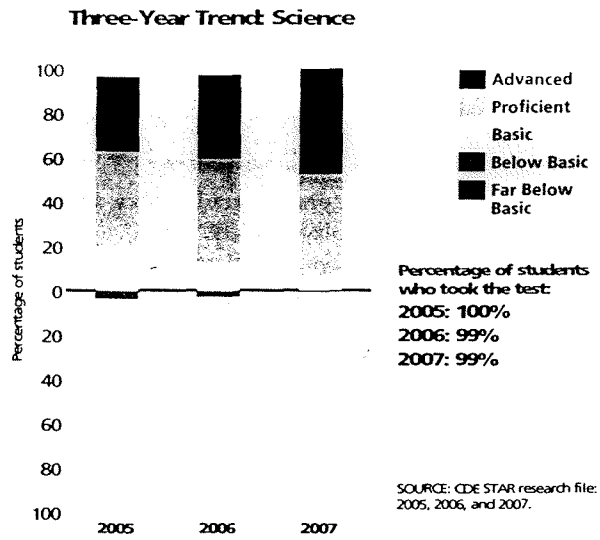
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			93%	58	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced
Girls			94%	49	
English proficient			93%	105	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant
Not low income			93%	107	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	13	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant
Not learning disabled			95%	94	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	25	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			95%	75	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	38%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	74%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	47%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	77%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	71%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	92%	62%	56%

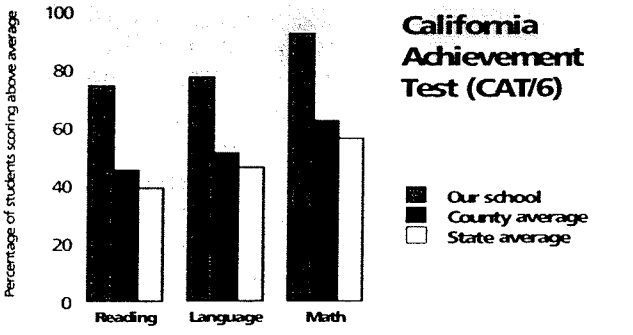
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sage Canyon, 74 percent of students scored at or above average in reading (compared to 39 percent statewide); 77 percent scored at or above average in language (compared to 46 percent statewide); and 92 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Sage Canyon, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 47 percent scored at the top in language (compared to 19 percent statewide); and 71 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Within grade level teams, and through entire staff structures, our teachers analyze student achievement toward state standards via the following measures: classroom assessments, district benchmark tests, and state assessments.

STUDENTS

Students' English Language Skills

At Sage Canyon, 95 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	95%	68%	68%
English learners	5%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 40 students classified as English learners. At Sage Canyon, the language these students most often speak at home is Mandarin (Putonghua). In California it's common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	10%	85%	85%
Vietnamese	5%	3%	2%
Cantonese	3%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	3%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	79%	8%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	24%	11%	11%
Latino/Hispanic	4%	44%	50%
White/European American/ Other	72%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Sage Canyon, none of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	0%	47%	56%
Parents with some college	99%	62%	54%
Parents with college degree	90%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 99 percent of the students at Sage Canyon have attended college, and 90 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 67 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Sage Canyon varies across grade levels from a low of 18 students to a high of 27. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

Safety

The Sage Canyon School is a state-of-the-art facility that provides students with a safe, clean environment that is conducive to productive learning. The campus facilities are inspected for health and safety every morning before students arrive. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes. Our School Safety Patrol enables students to cross Harvest Run Drive safely. Staff members supervise students 15 minutes prior to the start of school and 15 minutes following dismissal every day.

A comprehensive Sage Canyon Crisis Preparedness Plan ensures student, staff, and visitor safety and preparation for emergencies or contingencies. Regularly scheduled fire and disaster drills are conducted and each classroom is equipped with a backpack containing emergency supplies.

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	0	5
2005–2006	0	0	5
2004–2005	0	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

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

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

During the 2006–2007 school year, we had no 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	46%	26%	25%
Girls in Fitness Zone	82%	33%	30%
Fifth graders in Fitness Zone	62%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	62%	30%	27%

SOURCE: 2006–2007 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

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

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Sage Canyon School is excellent due to the cooperative efforts of the entire staff. Our principal has 26 years of educational experience and holds a doctorate in education.

Shared decision-making takes place through collaborative staff and teacher-team meetings, along with SSC meetings. We update our detailed Vision for Excellence Single Site Plan annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. In the school's most recent state review for legal compliance, our school was rated in full compliance and awarded six commendations.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	8	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	19%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	45%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	55%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 19 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, eight years of experience. About 55 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 45 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	98%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	2%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 98 percent of the faculty at Sage Canyon hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sage Canyon holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About two percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 94 percent of the faculty at Sage Canyon hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	2%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	**Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers**	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

Evaluating and Improving Teachers

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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

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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

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

Specialized Resource Staff

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

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.6
Speech/language/ hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

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

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

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide differentiated instruction specifically designed to meet the varied needs of gifted learners. Additionally, specialists provide GATE students with coaching to prepare them to participate in selected academic competitions.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students with suspected disabilities and in providing a full range of special education services. We provide a Resource Specialist Program, a psychologist, and speech pathologists for support of our students with special needs.

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

CURRICULUM AND TEXTBOOKS

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

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for **English/language arts** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 95 computers available for student use, which means that, on average, there is one computer for every eight students. There are 40 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	4	5
Internet-connected classrooms	40	32	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Parent Involvement

Sage Canyon School strongly supports community involvement. Parents are welcome to participate in their child's education by serving as volunteers in the school. They can also join the SSC, an advisory group composed of parents and staff that meets four times a year to review the effectiveness of the school program in meeting the needs of all students. The SSC develops the Vision for Excellence Plan related to improving school instruction and recommends the allocations of the School Improvement Funds received from the state. The Strategic Planning Team/Action Team meets annually to develop a clear vision of the school through the active participation of the principal, teachers, staff, and parent community. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students.

For more information on additional involvement opportunities, please contact Peg LaRose at (858) 481-7844.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Local businesses support district students and programs, and the Del Mar Schools Education Foundation's districtwide events generate funds for school enrichment programs.

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

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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

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Torrey Hills School

Del Mar Union Elementary School District

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

Torrey Hills School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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

How to Contact Our School
10830 Calle Mar de Mariposa
San Diego, CA 92130
Principal: Susan Paul
Phone: (858) 481-4266

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
http://www.dmusd.org/district



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Torrey Hills School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

Welcome to Torrey Hills School, where "there's no better place to learn."

Torrey Hills School opened its doors in September 2002. We are very proud to offer all Torrey Hills students an outstanding educational and interactive positive environment where the individual academic and social needs of students are our number one priority. In addition to our outstanding teaching staff, we offer credentialed music, art, technology, science, and physical education specialists that integrate the arts, sciences, and technology into the curriculum throughout the day. Our goal is to enhance these areas of the curriculum that support the California State Standards and to enrich the delivery of our balanced curriculum.

The entire Torrey Hills staff, parents, and community work collaboratively to study our programs and improve on our excellent academic offerings. We are continually developing the culture of our school, and we celebrate its cultural diversity, academic excellence, and growth potential. We are excited about our future and expect great accomplishments from our stakeholders in supporting our wonderful students.

Our school is committed to academic excellence and the education of the total child, has a staff dedicated to meeting the academic and social needs of every child, and has a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, differentiation, community service, and student responsibility.

Susan Paul, PRINCIPAL

Grade range and calendar
K-6
TRADITIONAL

Academic Performance Index
953
County Average: 789
State Average: 763

Student enrollment
784
County Average: 535
State Average: 531

Teachers
46
County Average: 28
State Average: 26

Students per teacher
17
County Average: 19
State Average: 20

Students per computer
9
County Average: 4
State Average: 5

Major Achievements

- Torrey Hills School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and PE as extensions of the classroom.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include educational seminar groups in unique areas of interest, school clubs, student council, technology, science lab, and the Giraffe Club (a service-oriented group of students that "stick their necks out for others" to support the younger students at recess and at lunch).
- Our students participate and perform well in local and national competitions. A team of fifth and sixth grade students, trained in critical thinking skills, traveled to Colorado to compete in the national finals for Future Problem Solvers. Twelve students earned recognition in the Johns Hopkins University Center for Talented Youth Search. A fifth grade student placed first in the nationwide academic talent search based on mathematics tests.
- Twice per year, students in fourth through sixth grade showcase their talent and the outcomes of our strong music program in a Band Concert and Choir Performance. An annual Art Festival highlights the creative designs our students produce in the Art Studio, under the guidance of a certified specialist.

Focus for Improvement

- Refine effective implementation of a comprehensive, research-based character education program that fosters inclusion of and respect for all students as socially conscious citizens of their home, school, community, and the world.
- Partner with local businesses and organizations for academic expertise, professional experiences, and financial support.
- Celebrate the individuality, heritage, and traditions of all students, staff, and their families.
- Educate the total community in the use of technology and infuse it throughout the curriculum.
- Increase and enhance Visual and Performing Arts through expanded community resources.
- Offer a varied program to meet the needs of all students.
- Use the Professional Learning Community model to collaborate within and across grade level teams to provide differentiated instruction to meet the varied learning needs of each student. Teacher teams review common assessments of classroom work, district benchmark tests, and state accountability measures to deepen their understanding of students' academic strengths and needs.
- Torrey Hills' students consistently perform at very high levels in all academic content areas. Grade level teams select goals in writing, mathematics, and language arts as areas of particular focus, based on students' assessed strengths and needs.

MEASURES OF PROGRESS

Academic Performance Index

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

Torrey Hills's API was 953 (out of 1000). This is an increase of 3 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**953**
Growth attained from prior year	**+3**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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

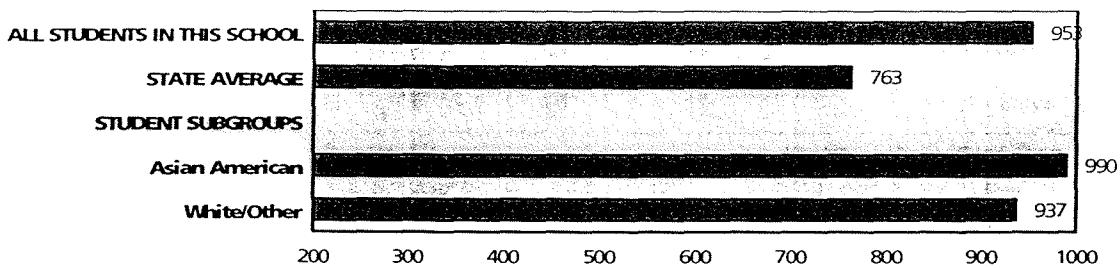
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 950. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		90%		88%		84%
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		88%		88%		89%
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		87%		91%		87%
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	100%	**SCHOOLWIDE AVERAGE:** About 45 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

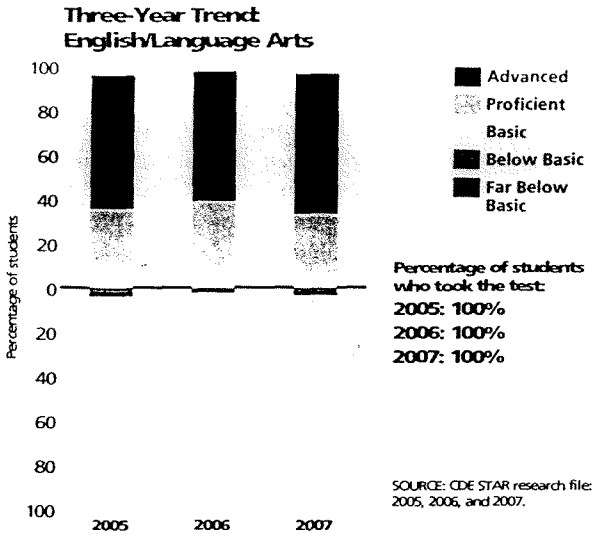
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		88%	292	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced
Girls		92%	288	
English proficient		91%	535	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage
English learners		65%	44	
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		91%	572	
Learning disabled		43%	52	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		94%	527	
Asian American		94%	214	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		89%	317	

SOURCE: The scores for the CST are from the spring 2007 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** on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		88%	100%	**SCHOOLWIDE AVERAGE:** About 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		58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

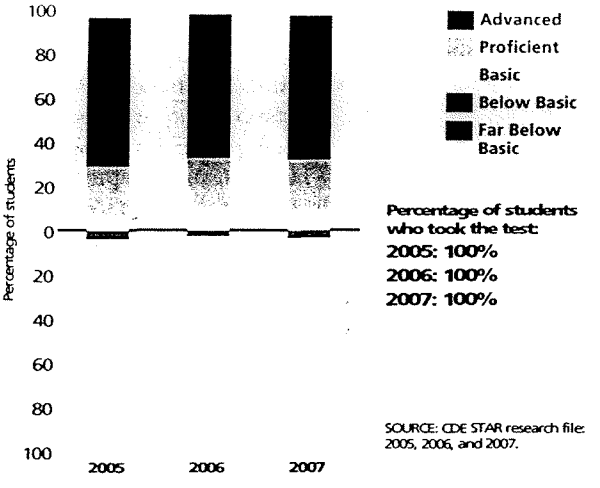
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	292	**GENDER:** About two percent more boys than girls at our school scored Proficient or Advanced
Girls		87%	288	
English proficient		89%	535	**ENGLISH PROFICIENCY:** English learners scored higher on this test than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		100%	44	
Low income	NO DATA AVAILABLE	N/A	6	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		88%	572	
Learning disabled		36%	52	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		92%	527	
Asian American		96%	214	**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		84%	317	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards on the CDE's Web site.

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			87%	100%	**SCHOOLWIDE AVERAGE:** About 50 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

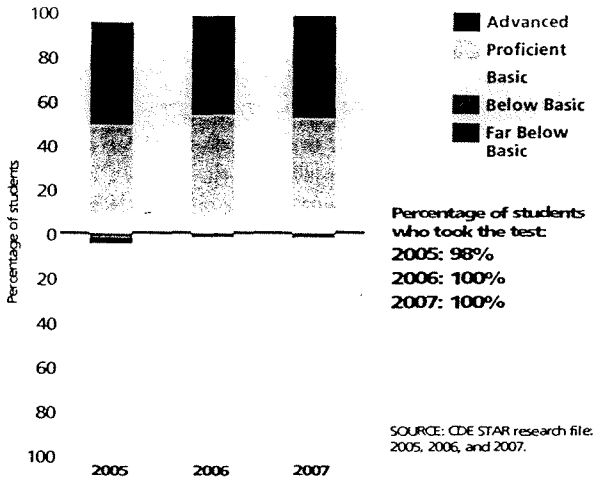
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			91%	45	**GENDER:** About eight percent more boys than girls at our school scored Proficient or Advanced
Girls			83%	48	
English proficient			87%	87	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	6	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			87%	93	
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			88%	86	
Asian American			90%	41	**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			84%	45	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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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



SOURCE: CDE STAR research file. 2005, 2006, and 2007.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	44%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	76%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	57%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	68%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	90%	62%	56%

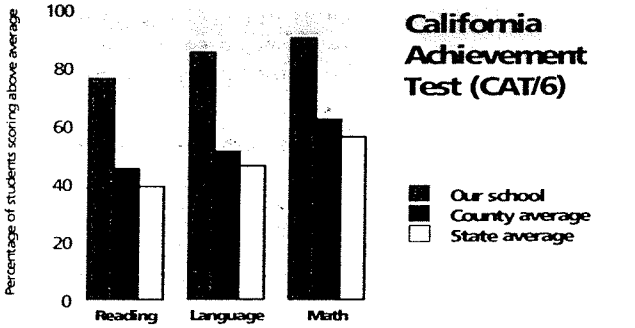
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Torrey Hills, 76 percent of students scored at or above average in reading (compared to 39 percent statewide); 85 percent scored at or above average in language (compared to 46 percent statewide); and 90 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Torrey Hills, 44 percent of students scored at the top in reading (compared to 15 percent statewide); 57 percent scored at the top in language (compared to 19 percent statewide); and 68 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Within grade level teams, and through entire staff structures, our teachers analyze student achievement toward state standards via the following measures: classroom assessments, district benchmark tests, and state assessments.

STUDENTS

Students' English Language Skills

At Torrey Hills, 92 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	92%	68%	68%
English learners	8%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 63 students classified as English learners. At Torrey Hills, the language these students most often speak at home is Korean. In California it's common to find English learners in classes with students who speak English well. 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	8%	85%	85%
Vietnamese	2%	3%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	3%	1%
Korean	38%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	50%	8%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

Most students at Torrey Hills identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	7%	7%
Asian American/ Pacific Islander	37%	11%	11%
Latino/Hispanic	5%	44%	50%
White/European American/ Other	56%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Torrey Hills, one percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	1%	47%	56%
Parents with some college	100%	62%	54%
Parents with college degree	90%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Torrey Hills have attended college, and 90 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Torrey Hills varies across grade levels from a low of 18 students to a high of 26. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	18	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	26	28	29
Fifth grade	24	29	29
Sixth grade	24	28	29

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

Safety

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

Torrey Hills complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students 45 minutes prior to the start of school and 15 minutes following dismissal every day. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline

A friendly, positive, and enthusiastic attitude toward students and learning is evident upon entering Torrey Hills School. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs that challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-esteem, self-discipline, and self-government. The establishment and maintenance of this policy requires a shared responsibility among students, parents, and staff.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	0	5
2005–2006	0	0	5
2004–2005	1	1	5
Expulsions per 100 students			
2006–2007	**0**	**0**	**2**
2005–2006	**0**	**0**	**0**
2004–2005	**0**	**0**	**0**

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Torrey Hills is participating in the character-building program Character Counts, which is designed to strengthen the character of young people through promotion of the six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our Character Education Program features a theme of the month such as responsibility, kindness, dependability, and trustworthiness for students and teachers to discuss. Additionally, our students learn the principles of the research-based PeaceBuilder Program, aimed at teaching students to resolve conflicts through a conflict prevention focus.

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.

During the 2006–2007 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	64%	26%	25%
Girls in Fitness Zone	83%	33%	30%
Fifth graders in Fitness Zone	74%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	74%	30%	27%

SOURCE: 2006–2007 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

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

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Torrey Hills School is excellent due to a cooperative effort of the entire staff. Our principal has 30 years of educational experience, and our assistant principal has ten years of educational experience. Both administrators hold master's degrees in education.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council (SSC) meetings. We update our Site Strategic Plan annually. Our SSC, along with our entire teaching staff, studies a different curricular area each month through our Vision of Excellence program. At the end of the school year, the SSC reviews the results and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	14%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	37%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	63%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 14 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 63 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 37 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%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Torrey Hills hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Torrey Hills holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 92 percent of the faculty at Torrey Hills hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

Evaluating and Improving Teachers

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

The teaching staff at Torrey 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. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher's association contract and outlined in the Del Mar Union School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Evaluations are conducted by the site principal, forwarded to the director of personnel and the superintendent for review, and filed in the employee's personnel file.

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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

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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

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

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

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

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

Our unique design accommodates such special programs as music, art, library, computer lab, and science lab. We offer instrumental music to fourth through sixth graders in small group lessons and band and chorus twice a week. Over 200 parent volunteers assist our teachers in providing individual support for each child. We also have over 30 child development majors and student teachers from local universities and high schools help us in the classroom.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide differentiated (customized) instruction specifically designed to meet the varied needs of gifted learners. Additionally, specialists provide GATE students with coaching to prepare them to participate in selected academic competitions.

SPECIAL EDUCATION PROGRAM: Approximately 10 percent of our students receive special education services. Students with Individualized Education Plans (IEP) receive appropriate services to address their IEP goals.

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

CURRICULUM AND TEXTBOOKS

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

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for **English/language arts** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Computers

We have 85 computers available for student use, which means that, on average, there is one computer for every nine students. There are 47 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	9	4	5
Internet-connected classrooms	47	32	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only

Parent Involvement

Torrey Hills School strongly supports community involvement. Parents are welcome to participate in their child's education by serving as volunteers in the school. They can also join the SSC, an advisory group composed of parents and staff that meets monthly to provide opportunities for community input on school programs. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club plans activities for students.

For more information on additional involvement opportunities, please contact Gary Wilson at (858) 481-4266.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Our PTA, the Dad's Club, the SSC, and the Del Mar Schools Education Foundation provide special field trips and guest appearances here at school to support and enhance our rich academic programs. Local businesses support students and programs through monthly fund-raising events at local restaurants and by sponsoring Employee of the Month Awards. Certificated specialists provide art, music, technology, science, physical education, and enrichment instruction to supplement the lessons provided by classroom teachers in these disciplines.

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 January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

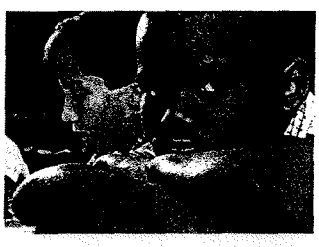
DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors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

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Sycamore Ridge School

Del Mar Union Elementary 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, 2006–2007
Del Mar Union Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the DataQuest tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

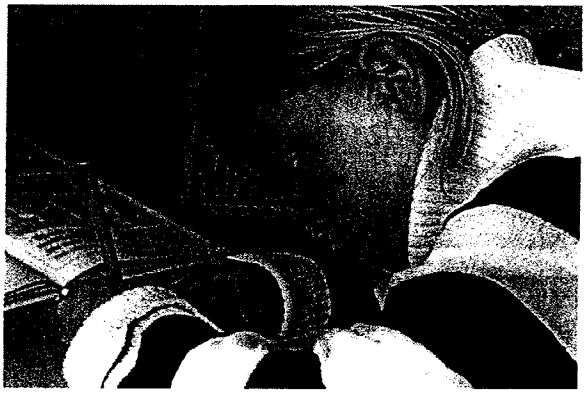
http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the California Department of Education Web site. Internet access is available in local libraries.

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/district



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Sycamore Ridge School

School Accountability Report Card, 2006–2007
Del Mar Union Elementary School District

Principal's Message

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.

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 extracurricular 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!

The entire Sycamore Ridge school community believes that all children can achieve academic success. To this end, our mission 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.

We are not all about test scores. Under the umbrella of Character Counts, we use the Peace Builder lessons and have established Peace Coaches, student leaders who look for and recognize peace around our school. Our Student Council collected over 600 books for the St. Vincent de Paul Family Literacy Center and looks for other ways to improve our school and community. Twice monthly, students look forward to village meetings where they reunite with 14–16 other students in every grade level, simulating an extended family. Without our Sycamore Ridge Families, we would not be where we are today!

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
930
County Average: 789
State Average: 763

Student enrollment
380
County Average: 535
State Average: 531

Teachers
25
County Average: 28
State Average: 26

Students per teacher
15
County Average: 19
State Average: 20

Students per computer
7
County Average: 4
State Average: 5

Major Achievements

- 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. The program includes small group instrumental music classes for fifth and sixth graders, and a complete band and chorus experience twice a week.
- In 2005–2006, Sycamore Ridge received the Innovate Award of $5,000 for Ancient African Culture and Music Using Modern Technologies. Sycamore Ridge's literacy library received a $475 grant from the Coastal Community Foundation.
- In 2006–2007, Sycamore Ridge received more teacher grants ranging from $161 to $500 for classroom projects, such as Building Habits of a Scholar Reader, Everyone a Reader, Sensory Integration, and Understanding Electricity and Magnetism. The science enrichment program received the A+ award and $10,000 scholarship for conservation and energy. We also received a teacher grant from the Autism Teacher's Fund for Developing "Sense-Abilities" Where Learning Is Fun. This grant helps fund much-needed equipment for students with disabilities.
- Every student on campus is part of a "village," a group of about 15 students ranging from kindergarten to sixth grade, led by a certificated member of the staff. The village functions like a family. It helps identify special needs of students and their families. Services and resources are offered to a family in need by the appropriate support staff or the village teacher leader. Through our village program, and curriculum programs such as Character Counts, PeaceCoach, and PeaceBuilders, our students are encouraged to demonstrate qualities of good character across school environments and in the community. These programs foster peaceful avenues to conflict resolution and positive social interactions. They help promote citizens with integrity and support the overall social and emotional development of the whole child. On our playgrounds at lunchtime, PeaceCoaches (sixth grade students) look for students making good choices and recognize them with Praise Notes, which can be turned in for acknowledgment over the morning meeting announcements. Classroom teachers foster social-emotional development through classroom morning meetings, a time for students to praise each other, learn welcome greetings from different cultures and languages, and address the social needs of the class and encourage the pillars of character. Some classroom teachers collaborate and use a cross-age buddy system to aid in academic and social-emotional development.

Focus for Improvement

- Rigorous academic standards are the cornerstone of our educational program at Sycamore Ridge School (SRS). Based on our 2007 California Basic Educational Data System (CBEDS) data gathering, 86 percent of our parents report a college or graduate school education level. Academia and high achievement are extremely important values in the SRS community. In acknowledgment of our community's high expectation, the SRS staff has been committed to the Professional Learning Community (PLC) philosophy of instructional design since our inception. As PLC educators, we hold certain core beliefs for obtaining excellence in all of our efforts to positively impact student achievement.
- The California Content Standards are the foundation of our educational program. Every teacher at SRS is an expert in their grade level standards and is familiar with the standards of the grade level above and below their assignment. We are currently undertaking the task of identifying the essential standards for every grade level, kindergarten through sixth grade. These essential standards are those that need to be learned deeply and completely in order for each child to be successful in next year's grade. When we are planning goals, lessons, units, or programs, we always begin with the standards to set our instructional targets.

- We believe that it is our responsibility to ensure that all students learn the grade level standards essential for student success. The implicit assumption is that all students, no matter what their needs or backgrounds, can achieve success. Each year, PLC grade-level teams review California grade-level standards and analyze data from the previous spring's STAR testing results. Teachers conduct class studies, meticulously examining student records to identify which students are at risk, which are achieving at grade level, and which are in need of enrichment opportunities. When the data has been analyzed, PLC teams initiate the design of academic SMART goals: Specific, Measurable, Attainable, Results-oriented, and Time-bound. These goals are based on student achievement results.
- We have developed a system for researching, developing, and sharing best teaching practices. During our vertical articulation sessions, it is common for staff members to share strategies, ideas, and lessons for teaching standards successfully. Grade-level teams hold regular PLC meetings to analyze the results of common assessments and share helpful information for improving results. When a teacher or a grade level has a need for professional development in a particular area, funds are available for the teacher(s) to attend workshops or conferences if necessary. When appropriate, teachers visit each other's classrooms to share successful instructional strategies and resources.

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 930 (out of 1000). This is an increase of 9 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**N/A**
API score	**930**
Growth attained from prior year	**+9**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

*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.

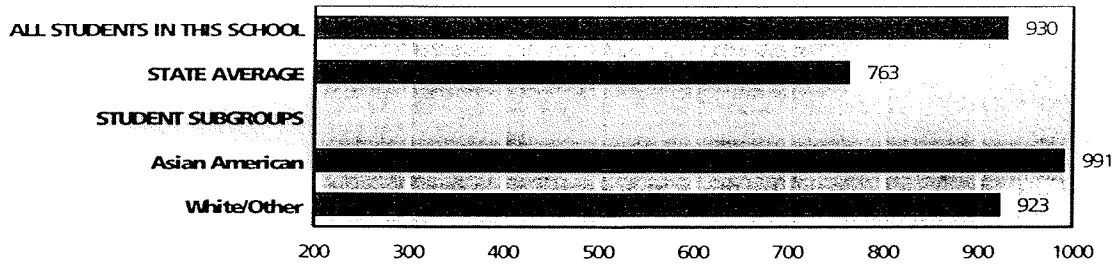
API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 921. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 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 January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		80%		78%		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		45%		44%		41%
MATH						
Our school Percent Proficient or higher		85%		84%		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		53%		52%		49%
SCIENCE						
Our school Percent Proficient or higher		74%		65%		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		37%		32%		29%

SOURCE: The scores for the CST are from the spring 2007 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 Data Almanac that accompanies 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 can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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 45 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.

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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		80%	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		51%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		45%	99%	

Subgroup Test Scores

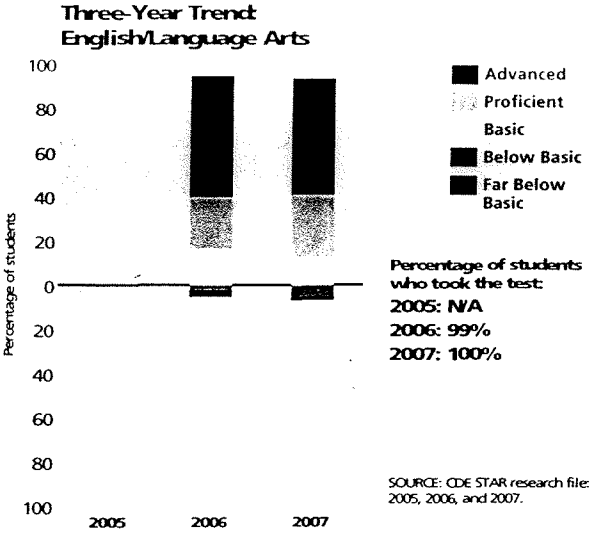
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		77%	146	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced
Girls		84%	125	
English proficient		89%	232	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage
English learners		30%	39	
Low income	NO DATA AVAILABLE	N/A	28	**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		83%	241	
Learning disabled	NO DATA AVAILABLE	N/A	15	**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		82%	256	
Asian American		84%	98	**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		84%	130	

SOURCE: The scores for the CST are from the spring 2007 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** on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		85%	100%	**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		58%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

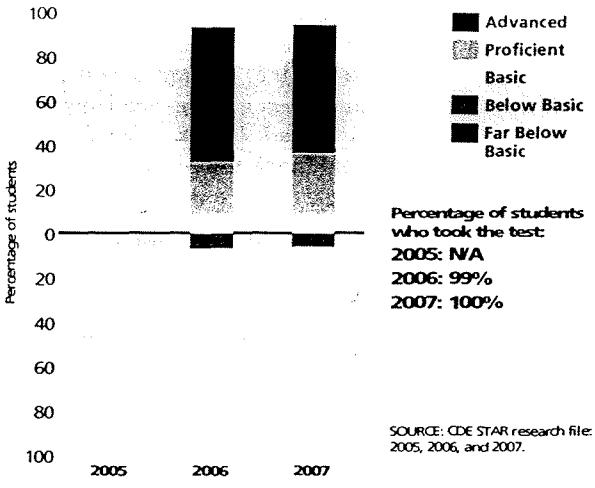
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		84%	146	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		86%	125	
English proficient		90%	232	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		56%	39	
Low income	NO DATA AVAILABLE	N/A	28	**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		90%	241	
Learning disabled	NO DATA AVAILABLE	N/A	15	**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		88%	256	
Asian American		96%	98	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		85%	130	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			74%	100%	**SCHOOLWIDE AVERAGE:** About 37 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

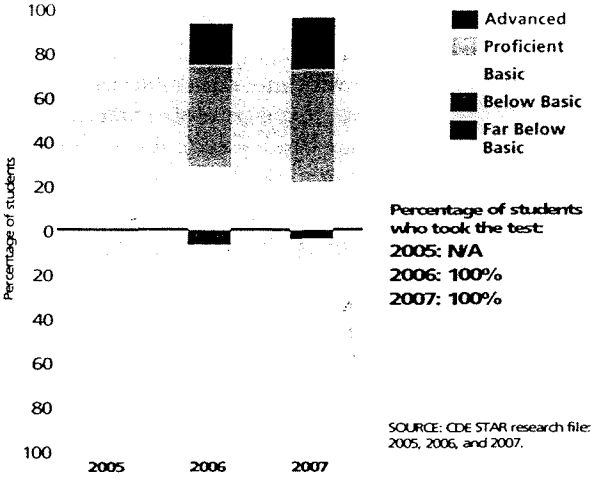
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	25	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant
Girls	DATA STATISTICALLY UNRELIABLE		N/S	22	
English proficient			81%	42	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income	NO DATA AVAILABLE		N/A	4	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			79%	42	
Learning disabled	NO DATA AVAILABLE		N/A	3	**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			77%	44	
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	22	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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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



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	35%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	61%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	43%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	71%	51%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	59%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	75%	62%	56%

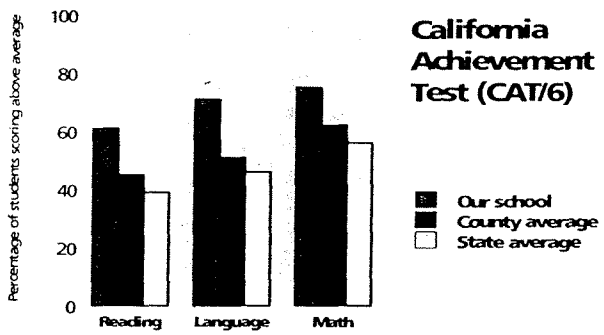
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 61 percent of students scored at or above average in reading (compared to 39 percent statewide); 71 percent scored at or above average in language (compared to 46 percent statewide); and 75 percent scored at or above average in math (compared to 56 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, 35 percent of students scored at the top in reading (compared to 15 percent statewide); 43 percent scored at the top in language (compared to 19 percent statewide); and 59 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 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

To support our efforts in identifying student learning needs, we have established a comprehensive testing and assessment program. For example, in language arts, we use district wide assessment tasks to measure our students' performance. These assessments are aligned to the state standards. For reading, our primary teachers use the Developmental Reading Assessment (DRA), and our upper grade teachers use the Qualitative Reading Inventory (QRI). For both assessments, we determine benchmark levels of proficiency in October, February, and June at each grade level. Students not meeting benchmarks may take advantage of the aforementioned intervention programs. We also have a leveled book library that assists teachers with small sets of books in a wide range of reading levels to allow for grouping and remediation of students. These leveled book sets are also used regularly for students who are reading proficiently above their grade level.

STUDENTS

Students' English Language Skills

At Sycamore Ridge, 83 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	83%	68%	68%
English learners	17%	32%	32%

SOURCE: Language Census for school year 2006–2007. 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 65 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 who speak English well. 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	23%	85%	85%
Vietnamese	6%	3%	2%
Cantonese	2%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	6%	3%	1%
Korean	12%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	51%	8%	9%

SOURCE: Language Census for school year 2006–2007. 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	2%	7%	7%
Asian American/ Pacific Islander	35%	11%	11%
Latino/Hispanic	10%	44%	50%
White/European American/ Other	54%	38%	32%

SOURCE: CBEDS census of October 2006. 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 $37,000 a year (based on a family of four) in the 2006–2007 school year. At Sycamore Ridge, 11 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	11%	47%	56%
Parents with some college	93%	62%	54%
Parents with college degree	86%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 86 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of our students 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 16 students to a high of 27. Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	20	20
First grade	19	19	19
Second grade	18	19	19
Third grade	16	19	20
Fourth grade	27	28	29
Fifth grade	22	29	29
Sixth grade	25	28	29

SOURCE: CBEDS census, October 2006. 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, lockdown, 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	2	0	5
2005–2006	1	0	5
2004–2005	N/A	1	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	N/A	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

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 behavior in 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 recognized at an all-school assembly.

Staff, students, parents, administrators, and volunteers are actively committed to creating a school campus climate that supports student well-being and community structure, within a framework of shared mutual respect. Building on the foundation of strong playground supervision and a comprehensive discipline plan in accordance with district guidelines, augmented by the Character Counts and PeaceBuilder programs at Sycamore Ridge, students are encouraged to make positive behavioral choices.

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.

During the 2006–2007 school year, we had nine 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%	25%
Girls in Fitness Zone	77%	33%	30%
Fifth graders in Fitness Zone	62%	30%	27%
Seventh graders in Fitness Zone	N/A	26%	29%
Ninth graders in Fitness Zone	N/A	17%	23%
All students in Fitness Zone	62%	30%	27%

SOURCE: 2006–2007 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Our principal has 19 years of education experience and 12 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 staff, parents, and community work collaboratively to study our programs and improve on our excellent academic and non-academic offerings. In October of 2005, 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 second site strategic planning review and update. We are pleased with the meaningful and productive steps that have already taken place since October of 2005, and we are excited about our future together supporting our wonderful students.

Our principal's commitment to the Professional Learning Community (PLC) philosophy has paved the way in establishing a positive learning environment, which focuses on student performance and schoolwide results. Prior to our school's opening, our principal attended PLC training with new SRS teacher leaders, and from the beginning, teachers became empowered participants in the school's organizational structure specifically designed to sustain high levels of excellence in all of our work. Through our principal's coaching, site PLC training by teacher leaders, vertical articulation meetings, and grade level meetings for sharing lesson plan strategies, collaboration, and communication are critical keys to ensuring that every stakeholder in the school community is engaged in helping every student every day. Formal and informal ways to communicate have evolved. For example, following regular grade-level PLC meetings, teacher teams complete a Team Feedback form for the principal. This process facilitates accountability and communication relative to outcome on agenda items, thoughts, concerns, and questions.

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	24%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	44%	47%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	56%	53%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 24 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 56 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 44 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. 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 three percent). About 84 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 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies 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%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"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 2007–2008 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.

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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	1%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	2.0
2005–2006	2.0
2004–2005	2.0

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.

Three key factors positively impact professional development at Sycamore Ridge School (SRS): the district's commitment to providing time to accomplish it and in promoting the philosophy of teachers as lifelong learners and teachers as educational leaders; the district's commitment to the Professional Learning Community (PLC) philosophy; and the SRS principal's strong personal commitment to the PLC philosophy and to supporting her staff in increasing their content knowledge and improving their teaching practice.

A staff development program, that includes "time for planning, collaboration, and inservice, to support an evolving instructional program" was one of the five key elements in DMUSD's 1999 Strategic Plan. The district's commitment to professional development necessitated a revision of the master schedule, where students are now dismissed at 12:30 pm on Wednesdays, providing crucial time for well-designed collaboration and district/site in-servicing. Then in January 2005, the entire district staff spent two in-service days at an introductory PLC training workshop, which has resulted in a dynamic focus for our school community. SRS staff uses site time on Wednesday afternoons to develop and design common assessments, to organize and analyze the results of these assessments, to plan engaging lessons to effectively teach the standards and to determine the strategies for addressing the needs of both non-proficient and advanced students.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

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	1.2
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

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.

SRS is home to the only Special Day Class preschool program in the district. Children are referred for testing through advertising, physician referrals, parents, and early intervention programs in the county. The preschool team of teachers, speech/language pathologists, occupational therapist, physical therapist, and the school psychologist screen the children in all educational areas. The program serves children ages 3–5 who reside within the boundaries of the Del Mar Union School District, as well as the larger Special Education Local Plan Area (SELPA). The program uses a reverse mainstreaming model, where the 25 preschool students, with identified special needs ranging from mild to severe disabilities, are blended with eight typical peer role models enrolled among our three preschool classrooms.

The Otis-Lennon assessment is administered to all students in third grade, and to newly-enrolling fourth through sixth grade students. Otis-Lennon test results, used in combination with STAR test results from spring testing, assist teachers in identifying sixth grade students who may qualify for Gifted and Talented Education (GATE). SRS ESC classes offer academic enrichment opportunities in the areas of science, technology, music, and fine arts to all kindergarten through sixth grade students. In addition to the ESC program, PLC teams provide instruction and enrichment activities for advanced learners in all grade levels. For example, the sixth grade PLC team members (two sixth grade teachers and the technology specialist) identified an advanced learner in the area of mathematics through the pre-assessment process. The student is currently receiving advanced math instruction at his level by the technology specialist. To further extend the learning of advanced fourth, fifth, and sixth graders, the technology specialist provides enrichment activities in the areas of math, language arts, and research writing. These programs include: Word Masters, Continental Math League, Future Problem Solvers, News Bowl, and a Math 24 Tournament. There are also optional afterschool enrichment classes, such as Sing n' Speak Spanish, drawing, Weird Science, chess, hip hop, and musical theatre.

SPECIAL EDUCATION PROGRAM: 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.

PLC serves as our school's common collaborative process in the intervention of learning differences. All staff (preschool teachers, K–6 teachers, and specialists) at SRS meets regularly in their PLC grade-level teams to examine collective data and discuss support for all learners with varying abilities. Special education staff meets weekly with the principal to discuss supporting all students, including general education students.

The Student Study Team (SST) process is established to help support our K–6 teachers in meeting the needs of all learners. The SST process includes a parent conference, a triad meeting of three school staff members to brainstorm strategies, and a parent-teacher meeting with SST members to further expand on instructional ideas to meet the learner's needs. If, at any time during the SST process, the student's performance improves due to the intervention of remedial instructional strategies, the process may be suspended.

When the special education team suspects a disability, the SST process then moves to the special education process. Once a student is tested for special education services and is identified as a learner with special needs, a unique Individualized Educational Program (IEP) is developed by the IEP team to better meet the student's learning needs.

We service kindergarten through sixth grade students with IEPs in the least restrictive environment through our resource program. The resource program model includes small group direct instruction, in-class support for curriculum accommodations, collaboration, and co-teaching. Classroom teachers and special education staff

collaborate regularly in PLC meetings and in an ongoing, as needed basis. The majority of resource services are delivered within the general education classroom environment, which provides all team members with a clearer understanding of student needs and a common academic direction. With this approach, program interventions can be more closely monitored and adjusted for students to be successful learners within the least restrictive environment. For example, the resource specialist meets twice a week with a small group of fifth grade students for basic math fact review and guided practice, and only three of the five students have IEPs.

All students with IEPs have access to core curriculum through adaptations, differentiated instruction, and program modifications. Progress toward proficiency is monitored through IEP goal progress, PLC testing data, ongoing teacher assessments, and STAR testing results. The PLC and SST processes in combination with the resource program demonstrate an effective, proactive system when considering the following data. During the 2005–2006 school year, six percent of our kindergarten through sixth grade population were identified learners with disabilities receiving special education services through the resource program. Then, despite a student population growth in the 2006–2007 school year, five percent were receiving services and currently four percent are receiving resource supports.

ENGLISH LEARNER PROGRAM: 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 19 different primary foreign languages spoken in our school!

The English Language Development (ELD) program supports our students while they are acquiring English language proficiency. In our diverse student population, students speak a total of 19 languages other than English as their primary language. Although the classroom teacher coordinates most of our ELD services, we have an ELD instructor that supports small groups of students learning English. This instructor may support the classroom teacher and students by reviewing academic language, teaching a lesson from Hampton Brown Avenues, our ELD curriculum, or pulling individual students for various language arts activities. Each year, ELD students' English language proficiency level is re-assessed and they may be reclassified as fluent English speakers, when 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** 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** 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** 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**, 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 Data Almanac that accompanies 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 2007–2008 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.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. 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 seven students. There are 26 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	7	4	5
Internet-connected classrooms	26	32	30

SOURCE: CBEDS census of October 2006. 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 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.

At Sycamore Ridge School, we truly believe that it takes a village to support our students' learning. The feeling of community begins before school starts each day, with parents walking their children to school and staying to chat informally with teachers and parents for a moment while awaiting the start of the school day.

Social events sustain a positive welcome and provide enriching activities for families that are the hallmark of the school environment. The year begins with the "BOOHOO" breakfast on the first day of school for parents of kindergarten students, which is a time for our principal to meet with parents and ease their separation anxiety. The Stallion Stampede barbeque, providing the opportunity for parents and staff to meet one another in a relaxing atmosphere, has become an annual family highlight. At Back-to-School night, our PTA leaders and teachers discuss the myriad of opportunities for parents to be involved in our school, and parents eagerly sign up

to be volunteers in the classroom, library, computer lab, or science labs, chaperones on field trips, room parents, helpers for planning special events, and supervisors for lunch clubs.

The staff understands the critical significance of efficient and effective communication to keep our parent community informed of available services, programs, schedules and school activities throughout the year. Every opportunity is maximized to communicate effectively.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$30,323,527	N/A	N/A
Expenses per student	$8,379	$7,229	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$27,900,811	N/A	N/A
Expenses per student	$7,829	$6,897	$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $8,379 per student in the 2005–2006 school year, compared to an average of $7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were $30,323,527. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	$37,195	$38,159
Midrange teacher's salary	$67,178	$59,148
Highest-paid teacher's salary	$82,428	$73,514
Average principal's salary (elementary school)	$97,990	$91,903
Superintendent's salary	$153,289	$132,994
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, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Since Sycamore Ridge first opened in August 2005, we have been cooperatively and collaboratively engaged with all stakeholders within our educational community in creating an exemplary learning environment for all students. That goal has been supported with the receipt of several teacher grants for innovative classroom projects through the Coastal Community Foundation.

In 2005–2006, Sycamore Ridge received the Innovate Award of $5,000 for Ancient African Culture and Music Using Modern Technologies. Sycamore Ridge's literacy library received a $475 grant from the Coastal Community Foundation.

In 2006–2007, Sycamore Ridge received more teacher grants ranging from $161 to $500 for classroom projects, such as Building Habits of a Scholar Reader, Everyone a Reader, Sensory Integration, and Understanding Electricity and Magnetism. The science enrichment program received the A+ award and $10,000 scholarship for conservation and energy.

During the few short months of the current 2007–2008 school year, Sycamore Ridge has received a teacher grant from the Autism Teacher's Fund for Developing "Sense-Abilities" Where Learning Is Fun. This grant helps fund much-needed equipment for students with disabilities.

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 January 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 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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April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Update, PTA Letter Writing Campaigns – State Budget Cuts

Del Mar's letter writing campaign to the Governor's Office and members of the State Senate and Assembly has been part of an organized effort by the Legislative Action Committee to oppose the proposed 10% budget reduction to education statewide. During the February parent conferences and March Kindergarten program visitations, site PTAs sponsored a voluntary letter writing campaign to encourage parents to write their letters.

The DMUSD PTA Presidents estimate that approximately 1,500 parents across the District committed to writing letters in the early spring. The next "push" for letter writing will occur in May when the Governor is expected to release revisions to his initial budget proposal.

The administration would like to sincerely thank the PTA Presidents and their board members for organizing the letter writing campaign at their sites.

The administration will apprise the Board and community of any additional organized activities by the Legislative Action Committee to support the education of the state's six million K-12 students.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

8.6

April 16, 2008

To: Board Members

From: Sheila Weinberg, Director of Pupil Services

Through: Janet Bernard, Interim Superintendent

Subject: Update, 2008/2009 Student Registration

As of April 16, 2008, the enrollment for Kindergarten by site for 2008-2009 is as follows:

	Ashley Falls	**CDM**	**DM Heights**	**DM Hills**	**Ocean Air**	**Sage Canyon**	**Sycamore Ridge**	**Torrey Hills**
Total Enrollment	**35**	**54**	**51**	**33**	**96**	**83**	**56**	**57**
Packets not returned (not included in total count)	8	6	10	2	16	3	10	21

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

April 17, 2008

To: Board Members

From: Rodger Smith

Through: Janet Bernard

Subject: Projected Allocation of Enrichment Teaching Positions for 2008-2009

Based upon the preliminary staffing projection for all district schools for 2008-2009, the following allocation of enrichment teaching positions is anticipated:

School	**Projected Enrollment**	**2008-2009 Enrichment Positions**	**2007-2008 Enrichment Positions**
Ashley Falls	517	4	4
Carmel Del Mar	443	3.5	3.5
Del Mar Heights	456	3.5*	3.0
Del Mar Hills	356	3	3
Ocean Air	598	4	4
Sage Canyon	742	5	5
Sycamore Ridge	397	3.5**	3
Torrey Hills	588	4.5	4.5
Totals	**4097**	**31**	**30**

* Assumes the addition of a fourth section of first grade for the Spanish program at Del Mar Heights

** Assumes the addition of a third fourth grade class at Sycamore Ridge

FISCAL IMPACT:	If one additional enrichment position is needed for next year, the cost to the general fund would be approximately $75,000.
RECOMMENDED:	For information only. No action required.

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Public Letters and Written Statements to the Board

At the March 26 regular meeting, the Board directed staff to consult with legal counsel as to whether public letters and written statements submitted to the Board are to be part of the official meeting minutes. Counsel has advised the District that documents are to be maintained in the Agenda/Packet file at the District Office but are not to be transcribed into the official meeting minutes. These documents are part of the public record and must be available for public review as requested.

Counsel also advised the administration that the District is not legally required to include verbatim comments by the public in the official Board meeting minutes. Counsel further advised that if a member of the public requests to know exactly what was said at a regular Board meeting, they should listen to the audio recording.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Discussion and Possible Appointment of Board Representative to the Legislative Action Network (LAN)

At the December 2007 Board Organizational Meeting, former Board Member Linda Crawford was appointed as the representative to the North Coast Education Legislative Action Network (LAN). Due to the resignation of Mrs. Crawford from the Board in April 2008, the District is now in need of a replacement to this important committee.

Would the Board like to appoint a new representative at this time or wait until the new Board member is appointed and he/she would assume this responsibility?

FISCAL IMPACT: None.

RECOMMENDATION: The Interim Superintendent recommends discussion and possible appointment of a representative to the Legislative Action Network (LAN).

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Reminder of Upcoming Events and Schedules

Wednesday, May 7, 2008
- Board Visitation, Ocean Air, 12:45 p.m.
- Special Board Meeting to interview Board vacancy applicants

Monday, May 26, 2008
Holiday. Memorial Day.

Wednesday, May 28, 2008
Board of Trustees Meeting, Del Mar Hills Academy, 5:45 p.m.

Tuesday, June 3, 2008
District Year-End Ice Cream Social, Ocean Air, 3:00 p.m.

Thursday, June 12, 2008
Sixth Grade Promotion, All Sites, 8:30 a.m.

Wednesday, June 25, 2008
Board of Trustees Meeting, Del Mar Hills Academy, 5:45 p.m.

Wednesday, July 23, 2008
Board of Trustees Meeting, Del Mar Hills Academy, 5:45 p.m.

Wednesday, August 27, 2008
Board of Trustees Meeting, Del Mar Hills Academy, 5:45 p.m.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Facilities Report for April

Torrey Hills Windows

No further activity has occurred on this item.

Preliminary Planning for a New District Office Facility

No further action has taken place on this project. Meetings with various district department personnel are anticipated prior to the May Board meeting.

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Clarification, CFD Governance

Prior to the January meeting, the Board requested information regarding the role of the Board in serving as the "Legislative Body" of the two community facilities districts that exist within the Del Mar Union School District. Following this narrative is information from Rob Anslow, the attorney with whom the district worked during the establishment of the community facilities districts, relative to the governance question. In the event that this information does not meet the Board's needs, Mr. Anslow will be happy to respond to any additional requests for information on this topic.

FISCAL IMPACT: For information only. No action required.

RECOMMENDED: For information only. No action required.

9.2

ATTACHMENT "1"

RESOLUTION NO. _____

RESOLUTION OF THE BOARD OF TRUSTEES OF THE _____ DISTRICT, ACTING AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. _____, TAKING ACTION TO_____

WHEREAS, the Board of Trustees ("Board") of the _____ District has previously conducted proceedings pertaining to the formation of Community Facilities District No. _____ of the Lake Elsinore Unified School District ("CFD No. _____"), the authorization of bonded indebtedness in the amount of $_____ within CFD No. _____, the Rate and Method of Apportionment ("RMA") of Special Taxes ("Special Taxes") to acquire, construct, pay lease payments on, or otherwise finance identified facilities to be financed through CFD No. _____; and

WHEREAS,

WHEREAS,

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE _____ DISTRICT, ACTING AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. _____, DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1.

Section 2.

Section 3.

ADOPTED, SIGNED AND APPROVED this ____ day of _____, 20__.

BOARD OF TRUSTEES OF THE _____ DISTRICT, acting as the Legislative Body of Community Facilities District No. _____:

By:_____
President of the Board of Trustees of the _____ District

ATTEST:

By:_____
Clerk of the Board of Trustees of the _____ District

STATE OF CALIFORNIA)
) ss.
COUNTY OF _____)

I, _____, Clerk of the Board of Trustees of the _____ District, do hereby certify that the foregoing resolution was duly adopted by the Board of Trustees of such District, acting as the Legislative Body of Community Facilities District No. _____ of the _____ District, at a regular meeting of said Board held on the _____ day of _____, 20___, at which a quorum of such Board was present and acting throughout and for which notice and an agenda was prepared and posted as required by law and at which meeting all of the members of such Board had due notice and that at such meeting the attached resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
Clerk of the Board of Trustees of the District

STATE OF CALIFORNIA)
) ss.
COUNTY OF _____)

I, _____, Clerk of the Board of the Trustees of the _____ District, do hereby certify that the foregoing is a full, true and correct copy of Resolution No. _____ of said Board and that the same has not been amended or repealed.

Dated this ___ day of _____, 20__.

_____
Clerk of the Board of Trustees of the _____ District

BOWIE, ARNESON, WILES & GIANNONE

A PARTNERSHIP INCLUDING PROFESSIONAL CORPORATIONS
ATTORNEYS AT LAW

ALEXANDER BOWIE*
JOAN C. ARNESON
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REF. OUR FILE

MEMORANDUM

VIA E-MAIL AND U.S. MAIL

PRIVILEGED AND CONFIDENTIAL
ATTORNEY-CLIENT PRIVILEGE
ATTORNEY WORK-PRODUCT PRIVILEGE

TO: Mr. Rodger Smith
Director of Facilities & Human Resources
Del Mar Union School District

FILE NO: 4014 D1.2

FROM: Bowie, Arneson, Wiles & Giannone; Robert E. Anslow

DATE: January 14, 2008

RE: Legislative Body Actions and Management of Del Mar Union School District's Community Facilities Districts

This memo is provided in response to your request for a brief discussion relating to the management of the Del Mar Union School District's ("District") community facilities districts ("CFDs"). This memo is provided to briefly discuss the capacity and role of the District's Board of Trustees in acting as the Legislative Body of the corresponding CFDs and normal management actions that would be undertaken relative to the District's CFDs.

By way of background, CFDs are formed pursuant to the provisions the Mello-Roos Community Facilities Act of 1982, as amended, being Government Code Section 53311, *et seq.* ("Mello-Roos Act"). We have included by way of general background a discussion paper which discusses the functions of CFDs relative to financing of school facilities at presented at our 2007 School Facilities Planning, Construction and Financing Workshop. CFDs may be formed by various types of public agencies, including, but not limited to, California public school districts, pursuant to various procedural requirements which are further described in Government Code Sections 53311 through 53329.5.

Upon formation, which occurs at the time a resolution of formation is adopted by the governing board of the public agency forming the CFD, each CFD becomes a separate financing entity of the forming public agency. As such, CFDs are typically referred to as "Community

Facilities District No. _____ of the _____ District", see Government Code Section 53321(b).

The Mello-Roos Act provides that if a CFD is formed by a local agency (as opposed to through a joint powers agency or joint powers entity), the governing board of the forming local agency acts as the "Legislative Body" on behalf of the CFD, see Government Code Sections 53312.5, 53317(g) and 53325.1. Thereafter, when acting on behalf of a CFD, the governing body of the forming local agency acts as the Legislative Body of the CFD concerned. We recommend to our clients that when the governing board of an affected school district acts as the Legislative Body of the CFD that the following be observed so that the separation between the forming school district and the CFD be confirmed and observed:

1. Meetings of the District's Board of Trustees, acting as the Legislative Body of a CFD, should be noted as such on the agenda for each such meeting, to distinguish such meetings of the Legislative Body from meeting of the District Board of Trustees. This in order to provide compliance with the requirements of Government Code Section 54954.2(a) (contained in the Ralph M. Brown Act). A separate agenda for meetings of the Legislative Body of each CFD is preferable for this purpose.

2. Actions taken by the Legislative Body of the CFD (such as the adoption of resolutions) should clearly state that such action is being taken by the Legislative Body of the corresponding CFD (please see sample resolution form attached to this memorandum as Attachment "1" for reference).

3. Minutes of meetings of the Legislative Body of the CFD should be shown as such within the text and framework of such minutes.

As noted above, various procedural requirements are imposed in order to:

1. Form a community facilities district;

2. Authorize the imposition and levy of a special tax by Communities Facilities District;

3. Authorize the incurring of bonded indebtedness by a given community facilities district;

4. Authorize a community facilities district to enter into a Joint Community Facilities Agreement with another public agency or another agency's CFD (see Government Code Section 53316.2).*

* This is not an exclusive list of the procedural requirements to which the Mello-Roos Act applies, but these are the principal actions which most public agencies forming a CFD will encounter.

Once formed, a community facilities district may, as referenced above, authorize the levy and collection of a special tax and authorize the issuance of bonded indebtedness or other types of securities. Within the context of this memo we have not attempted to include all of the procedural aspects relative to issuance of special tax bonds or incurring of other debt of securities obligations by an individual CFD, however, we can provide a discussion concerning this matter if so desired. Once a CFD is established, its special taxes have been authorized and recorded, and bonds, or other securities, have been issued by a CFD the normal actions by the Legislative Body of the CFD in each year would be to:

1. Take action (normally in the form of a resolution) to adopt an annual budget for each CFD (normally done in June or July of each calendar year);
2. Action (normally in the form of a resolution) to set special tax rates and action to authorize collection of special taxes within the CFD within the corresponding fiscal year (normally performed in June or July to allow filing with the appropriate county for the corresponding fiscal year); and
3. Receiving from staff financial reporting relating to existing CFDs (which may occur as part of the acceptance of the District's financial statements, Comprehensive Annual Financial Reports, or other periodic reporting dates).[†]

Other actions that might be undertaken by a CFD from time to time would include, but would not be limited to, the following:

1. Approving documentation for a specific financing or refinancing (such as the issuance of special tax bonds, authorization for refunding of existing securities or other pledge of special tax revenues as part of a larger scale financing);
2. Acting to authorize staff and/or district consultants to take action on the delinquent special taxes (if specific action is required pursuant to the applicable bond issuance documents or covenants);
3. Acting as the final hearing board on a special tax appeal (to the extent that the application rate and method of apportionment of the CFD in question allows or directs an appeal to the Legislative Body as opposed to staff or designated appeal officers); or
4. Approval of actions or agreements which may relate to the utilization and/or expenditure of CFD special tax revenues (to the extent such agreement or action is separate from an individual CFD financing transaction).

[†] Inasmuch as the acceptance and receipt of financial reporting information is not normally a formal action undertaken in the capacity as the Legislative Body of a CFD, most school districts receive and accept such information as part of their annual school district financial reporting.

Please note that the above is not an exclusive list and is provided only as a general example of types of actions that a Legislative Body of a community facilities district might be requested to take.

As a result of the authorization of special taxes of a CFD and issuance of securities by a CFD, there are a number of annual administrative tasks that must be completed for such CFD. These include the placement of the special taxes to be collected (once authorized for levy and collection by the Legislative Body, as discussed above) on the tax rolls by the County, deposit, investment and expenditure of proceeds of the issued securities and special tax revenues, collection of special taxes and similar matters. We have not attempted to summarize all of such actions (normally carried out by District staff and consultants) within the framework of this memo, but can do so if desired.

We also note that in the process of issuance of certain securities, such as Mello-Roos Special Tax Bonds in the format typically used in the State of California, a CFD may include certain obligations or covenants (over and above the payment of debt service on securities themselves, levy and collection of special taxes and similar). In certain circumstances, which are not expected to occur with any of the District's existing CFDs, the Board, acting as the Legislative Body of a CFD, might be required to take action to comply with such covenants. Such actions would be dealt with on a case-by-case basis if, as and when such action(s) may be required in order to comply with the existing covenants to bond or security owners.

We also note that in its capacity as the Legislative Body of a CFD, individual board members are acting on behalf of the District's financing agency. As such, board members are not normally required to file separate conflict of interest forms, take separate oaths of office, elect separate board officers or similar when acting as the Legislative Body of such a CFD.

It is our hope that this memorandum is responsive to your request with regard to information on this topic. If you would like us to expand on any of the matters discussed within this memorandum, or provide additional details, we would be please to do so. We also note that the Dolinka Group, LLC, currently acts as the School District's Special Tax Administrator. Information with regard to what actions the Special Tax Administrator takes with regard to an individual CFD on an annual and periodic basis can be provided by the Dolinka Group, LLC.

Attachments

REA/ih

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2007 School Facilities Planning, Construction and Financing Workshop

September 17, 2007

USING THE MELLO-ROOS COMMUNITY FACILITIES ACT OF 1982 TO FINANCE PUBLIC SCHOOL FACILITIES (Community Facilities Districts)

By

Robert E. Anslow

Introduction

In 1978 the California voters enacted Proposition 13, which added Article XIII A to the California Constitution, to limit the maximum amount of ad valorem tax on real property to one-percent (1%) of the full cash value of such property. Proposition 13 prevented the authorization and sale of new general obligation debt secured by taxes calculated on the value of real property. Prior to Proposition 13, such debt had been a primary method used by counties, cities and districts to finance local capital improvements. Proposition 13 also affected the ability of local public agencies to provide services paid for by ad valorem property taxes. During the same period, State and Federal subsidies of local public works projects were declining. As a result, local public agencies were left with few alternatives to finance the construction of public facilities and infrastructure improvements, particularly in newly developing areas. Developers and landowners were left with the burden of financing and constructing public facilities to serve their land before public agencies would approve development.

The Mello-Roos Community Facilities Act ("Act") was enacted in 1982 and provides a method for local governments to fund public facilities and certain services, particularly for newly developing areas. The Act provides that cities, counties and special districts may form "community facilities districts" ("CFDs") over specific defined areas within their jurisdiction. A CFD is a special financing entity through which a local government is empowered to levy special taxes and issue bonds authorized by a two-thirds (2/3rds) vote of the qualified electors of such district. Unlike other types of financing vehicles, CFDs also provide a mechanism whereby additional territory may be annexed into an existing CFD. Annexations provide a fairly low cost method of providing additional landowners and/or developers the "same deal" that earlier landowners and/or developers received involving a fairly low level of cost and procedural requirements.

What May Be Financed

The Act may be used to finance the construction, expansion, rehabilitation, or acquisition of any real or other tangible property with an estimated useful life of five (5) years or more which is or will be constructed, owned, or operated by a public entity. Schools and school facilities are specifically authorized for financing through a CFD.

The types of facilities which may be financed are limited only by the types of facilities which the legislative body creating the CFD and its joint financing partners are authorized to contribute revenue to, construct, own, or operate, with the limitation that a CFD may finance but not generally operate, maintain or own facilities for the transmission or distribution of natural gas, telephone service or electrical energy. A CFD may also finance a broad range of facilities including facilities which benefit property generally, as opposed to benefitting specifically identified parcels. In this respect CFDs offer greater flexibility than other special assessment districts which may only finance facilities which have a special and direct benefit to the property to be assessed. CFDs may finance facilities which confer special benefits such as streets, water, sewer, and drainage facilities, as well as facilities providing general benefit such as parks, schools, libraries, child care facilities, jails and administration facilities.

Proceedings To Create a Community Facilities District

A community facilities district is a legally constituted governmental entity created for the purpose of financing the facilities and services described above. A CFD is created by an existing public entity, and the CFD's legislative body is the legislative body of the public entity which sponsors the CFD's creation. The legislative body may institute proceedings for creation of a CFD on its own initiative, and is also required to initiate proceedings when a written request is made by two members of the legislative body, or a petition is signed by not less than ten-percent (10%) of the registered voters residing within the territory proposed to be within the CFD or by owners of ten-percent (10%) of the area of land within the proposed CFD. CFDs may also be initiated at the direction the public entity concern and this may result from an agreement with one or more property owners of territory proposed to be included within the proposed CFD.

When CFD formation proceedings are commenced by the petition of the property owners, the petition must be accompanied by payment of a fee determined by the legislative body to be sufficient to pay for costs incurred in conducting the proceedings. CFDs are often initiated by petition of cooperating property owners.

Prior to undertaking proceedings to form a CFD the governing body of the public agency concerned must adopt a Community Facilities District Finance Policy under the requirements of the Act. Such a policy must include various features, including, but not limited to, an appraisal policy, lien to value requirements for bonds (further discussed below), and, in the case of a school district, a priority attendance access policy. This policy should be drafted with the needs and concerns of the public agency in mind.

Upon receipt of a written request or petition, the legislative body must, within ninety (90) days, adopt a resolution of intention stating that a CFD is proposed to be established, the name of the proposed CFD, the types of facilities or services to be financed, and that (except where funds are otherwise available), a special tax to pay for such facilities and services will be annually levied by the CFD. The resolution of intention fixes a time and place for a public hearing between thirty (30) and sixty (60) days after the adoption of the resolution of intention and describes the method of levy and apportionment of the special tax and the proposed voting procedure. In addition, the resolution may specify conditions under which the obligation to pay the special tax may be prepaid and permanently satisfied.

When the resolution of intention is adopted, the legislative body directs its responsible officers to study the proposed CFD and to file a report at or before the public hearing describing the proposed public facilities and services and an estimate of costs. These reports may be very brief, but we believe that the better practice is to prepare a report which fully explains the intended activities of the CFD.

Notice of the public hearing must be published in a newspaper of general circulation. Such notice may also may be mailed by first class mail to each registered voter and to each landowner within the proposed CFD. Additionally, a map of the proposed boundaries of the CFD must be filed with the clerk of the legislative body and with the county recorder.

At or prior to the hearing, protests against the formation of the CFD, the extent of the boundaries of the CFD, or the furnishing of specified types of public facilities or services may be made orally or in writing by interested persons or taxpayers. If fifty-percent (50%) or more of the registered voters, or six (6) registered voters, whichever is more, residing within the proposed CFD, or if the owners of one-half or more of the area of land in the proposed CFD file written protests against the establishment of the CFD, such formations proceedings must generally be abandoned. If the protests are directed toward certain types of facilities or services, or against a specified special tax, those specific items may be eliminated from the resolution forming the CFD. The hearing may be continued for up to thirty (30) days without special findings, and up to six (6) months if the legislative body makes specified findings.

The territory within a CFD need not be contiguous. During the public hearing, the proposed boundaries may be altered to include less territory than described in the notice of hearing but may not be altered to include new territory. Upon making the appropriate finding, the legislative body may include land devoted primarily to agricultural, timber, or livestock uses within the boundaries of the CFD.

If after the public hearing, the legislative body decides to establish the CFD, it then adopts a resolution of formation which would include the information contained in the resolution of intention and making a determination as to the validity of all prior proceedings related to the CFD.

Election

Once the legislative body forms the CFD it submits to the qualified voters of the CFD the question of whether the special taxes should be levied. Additionally, a proposition to establish or change appropriations limits according to Article XIIIB of the California Constitution may be submitted for the CFD ballot. Combined with the special tax and appropriations ballot proposition, there may also be a proposition regarding whether the CFD may incur bonded indebtedness within the CFD. The Act provides that the election shall be at the next general election, or at a special election to be held between ninety (90) and one hundred and eighty (180) days following the close of the protest hearing. The election time limits may be shortened by the unanimous consent of the qualified electors within the proposed district and the concurrence of the election official conducting the election. In the case of a CFD formed by a school district, and the election will be among landowner voters, the Act permits the school district to designate one of its officers as the election official. Landowner elections can be conducted on a very short time frame and are sometimes conducted as "walk in" elections conducted during a meeting of the legislative body.

In developed areas the "qualified electors" are the registered voters of the area within the CFD. Each registered voter is entitled to one vote. However, in CFDs with fewer than twelve (12) registered voters, the qualified electors are the owners of land within the CFD. The landowners are entitled to one vote per acre or portion thereof owned within the CFD. Most Mello-Roos Districts have been landowner districts, attesting to the difficulty of obtaining a two-thirds (2/3rds) vote of registered voters. Because of these unique voting requirements, the Act is especially attractive in newly developing areas where there are cooperating landowners who desire to publicly finance needed infrastructure and public services. Most Mello-Roos elections have been conducted by mailed ballot as provided by the Act.

The special tax, in order to be levied, must be approved by two-thirds (2/3rds) of the votes cast. After a successful election a Notice of Special Tax Lien is recorded with the county recorder.

Changes in Authorized Facilities, Services and Special Taxes

The Act provides mechanisms and procedures whereby the apportionment of the authorized special tax may be amended (although this may require a vote of the voters or landowners within the CFD). Other changes in the proceedings, such as the types of facilities or services, may also be made.

Levy of the Special Tax

The Act leaves the method of apportionment of the special tax to the discretion of the legislative body. However, pursuant to Article XIIIA of the Constitution, the tax may not be in proportion to the value of real property. To date, most Mello-Roos special taxes have been structured on the basis of density of development, square footage of construction or flat acreage or parcel charges. Many CFDs have multi-level tax structures which vary the tax depending upon the status of development in the involved territory. The structuring of the CFD special tax allows for considerable flexibility and requires careful attention to insure workability and fairness.

Property of State, Federal or local governments are generally exempt from the Mello-Roos special tax. However, the special tax may be levied on privately held leasehold interests in public property, and provision has been made for taxation of property within the CFD subsequently acquired by a public entity.

The tax may be collected in the same manner as ordinary ad valorem property taxes are collected. Most CFD proceedings have provided for such method of collection since it allows the tax to be collected on the county tax bill. Public agencies which form CFD should also plan on allocation of a portion of the special taxes collected within the CFD to providing for the costs of annual administration of the CFD, the special tax collection, deposit and expenditure and the requirements for special tax bonds of the CFD, including annual accounting, continuing disclosure compliance and the requirements of SB 165 (discussed below).

Annexations of Territory

Unlike certain other types of financing vehicles, such as general obligation bonds, school facilities improvement districts, assessment districts and improvement areas, the Act provides a specific statutory mechanism whereby additional territory may be "annexed" into an existing CFD. These types of annexations may be discreet areas of territory, such as single assessor parcels, or can be larger scale areas, encompassing entire proposed new developments.

The proceedings for annexation of territory are similar to those for the formation of the community facilities district but involve less detail since the rate and method of apportionment is usually not changed and the bonding capacity of the CFD is not increased as the result of an annexation. The annexation does involve a public hearing process and an election to authorize the levy and collection of special taxes within the annexation area but generally involves a smaller level of cost and procedural requirements on the entity that formed the CFD than the formation of an original CFD itself. Annexations can also usually be done on a slightly shortened time frame.

One of the financing strategies that has been used by other public agencies, including school districts, in the past is to form a "core annexable" CFD consisting of one or two property owners who approve a community facilities district with a large bonding capacity and an acceptable rate and method of apportionment of special tax. As other property owners prepare to develop within the boundaries of the school district, their properties can be annexed into the existing community facilities district, thus receiving the same treatment relative to the rate and method of apportionment of the special tax and lower overall administration costs for the school district as opposed to forming a new community facilities district. However, in this context, the rate and method of apportionment of special tax must be acceptable to subsequent property owners. Core annexable CFDs may issue a series of bonds over the course of time as additional annexations occur, and additional special tax revenues become available as a result. Some core annexable CFDs also use their special taxes as payments on certificates of participation or other lease revenue transactions entered into by the school district through their use of pledge agreements relative to the special taxes.

CEQA

In 1992 an appellate court held that the formation of a CFD is not a "project" as defined by the California Environmental Quality Act (CEQA), Kaufman & Broad - South Bay, Inc. v. Morgan Hill Unified School District (1992). Correspondingly, the process to form a CFD, and to authorize and issue special tax bonds, is not subject to the requirements of CEQA. However, we recommend that when the initial actions for the formation of a CFD are adopted that they include a finding that the project is exempt from CEQA and that a Notice of Exemption be prepared and filed so that the applicable statute of limitations can be completed early in the process.

Mello-Roos Bonds

A CFD may either be created solely to provide the facilities and services permitted by statute on a "pay-as-you-go" basis, however many CFDs have been created specifically for the purpose of levying special taxes to service bonded indebtedness incurred by the CFD in order to finance the construction of authorized public facilities. CFD bonds have the same tax-exempt status as other governmental bonds issued directly by cities, counties and other issuers of tax-exempt debt. The proceedings to authorize and incur bonded indebtedness usually parallel the proceedings for formation of the CFD and the authorization to levy the special tax, although the bond proceedings could be conducted separately and at a later date. The proceedings to authorize bonded indebtedness involve a resolution of intention, public hearing and election which are conducted in a manner very similar to proceedings to form the CFD and levy the tax.

In some cases, specified facilities are provided by a CFD for only a portion of the land within the CFD. In that event, the Act provides for the formation of improvement areas for which separate elections are conducted and to which a specific, separate special tax applies.

CFD bonds may be sold competitively or through negotiated sale and may bear fixed or variable interest rates. The Act also provides procedures for the issuance of refunding bonds and bond anticipation notes.

Prior to the issuance of the CFD bonds various actions must be taken to assure that there is sufficient value within the property which will pay the special taxes to secure the payment of principal and interest on the CFD bonds after they are issued. For undeveloped property an appraisal must be completed and the value of the property must be at least three times the amount of the CFD bonds and any other public agency indebtedness that is secured by special taxes and assessments.

Legislative Updates

Since 1982, the Act has been amended several times to clear up ambiguities which became evident during its use, to answer questions raised by underwriters, legal counsel and others, and to make the Act more flexible. Provisions have been added permitting two or more governmental agencies to enter into joint financing arrangements for the disbursement and utilization of proceeds from a single CFD. A county, for example, may form a CFD to finance not only county facilities such as roads or storm drains, but other public facilities which it does not provide, such as sewage treatment facilities or schools. The county would enter into a joint financing agreement with the local water district and school district to provide that the proceeds be disbursed to each agency in predetermined proportions upon issuance of the bonds, thus eliminating the need for multiple CFDs or other financing vehicles. Concerns have been raised regarding transactions in which the sponsoring entity receives a disproportionately small amount of the bond proceeds or where it is perceived that developers have "shopped" for a sponsoring entity. These concerns resulted in legislation enacted in 1992, requiring that the CFD be formed by the entity receiving the largest portion of the CFD proceeds.

CFDs are now subject to disclosure requirements to insure that buyers of new homes and existing homes subject to the CFD special tax and debt will be aware of the obligations they are assuming. Additionally, the lien of the special tax was designated a "continuing lien" so title companies will specifically describe it as such on their title reports.

Legislation adopted in 1993 (effective January 1, 1994) made certain minor changes to the Act. These included allowing participation by a state or federal agency in a joint powers agreement to be exercised through a CFD, allowing a school district to authorize a school district election to prepare various election documents for landowner elections, and requiring the legislative body to supply certain CFD information to the California Debt and Investment Advisory Commission ("CDIAC") on a yearly basis concerning bonds sold on or after January 1, 1993, including re-funding bonds. Additionally, the 1993 legislation required the legislative body of a CFD to notify the CDIAC upon the occurrence of certain events, regardless of when the bonds were sold.

Legislation enacted in 1996 (effective January 1, 1997) made additional changes to the Act. These include alternative notice provisions relative to delinquent special tax installments and foreclosure actions. The new notice requirements are effective as of July 1, 1997, and deal with the interaction between the County Tax Collector and the local agency. The legislation specified that public agency funds for CFDs must be invested only in certain types of investments. This applies to the proceeds of any bond, note or other security issued under the Act, or where any bond, note or other security is issued under other authority, and the CFD special tax revenue is pledged or otherwise committed to repay the principal, interest, or both, on such securities. The specified investments are set forth in Government Code §53356.03. The 1996 legislation added maintenance services for elementary and secondary school sites and structures to authorized services (subject to voting requirements) which a CFD may finance with special tax revenues. It should be noted that this amendment does not authorize expenditures such as teachers' salaries, and that bonds may not be issued to fund such services.

Legislation enacted in 2000 (Senate Bill 165 (also known as "SB 165") effective January 1, 2001), enacted certain accountability requirements that were applicable to CFD special tax and bond proceedings. Under SB 165 public entities which form CFDs and authorize CFD special taxes and bonds are required to segregate special tax collected, utilize those special taxes only for the purposes for which they were authorized and annually prepare reports as to the amount of special taxes collected, held and the status of the projects for which they are utilized. These provisions also apply to the special tax bonds issued by CFDs. Many of these requirements were already applicable to CFDs and had been included in the documents providing for the issuance of CFD special tax bonds. The annual reports can also be combined with existing reporting and disclosure requirements, such as continuing disclosure reports prepared and disseminated under the SEC 15c2-12 requirements.

Conclusion

The Mello-Roos Act has proven to be a useful financing mechanism for a variety of purposes, including special benefit facilities such as street, water, sewer and drainage facilities as well as general benefit facilities such as schools.

The Act has been used primarily for the provision of infrastructure to newly developing areas and as a method of financing facilities such as schools which were previously funded by the State. The flexibility allowed by the Act in constructing tax apportionment formulas permits each CFD to be tailored to specific needs of the local community but also requires care to avoid legal and practical opposition or pitfalls. In each case, alternatives should be evaluated by the local agency (including its legislative body) in conjunction with the input and recommendations of qualified and experienced financial and legal consultants.

Our firm specializes in assisting public agencies with their facilities financing needs and we have been working continuously with the Mello-Roos Act since its first use in 1983. If you have any questions regarding the above, please feel free to contact either Alex Bowie or Robert Anslow at (949) 851-1300 or (800) 649-0997, fax (949) 851-2014, or via e-mail to abowie@bawg.com and/or ranslow@bawg.com.

The applicability of the legal matters discussed may differ substantially in individual situations. The foregoing information has been prepared by Bowie, Arneson, Wiles & Giannone as an overview of the subjects discussed and should not be construed as individual legal advice.

April 23, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: 1st Reading, Board Policy 3511, Storm Water Management

As the County moves forward with the implementation of the requirements under the San Diego County Storm Water Management Plan, it is required that the District develops a policy on Storm Water Management. Therefore, Board Policy 3511, Storm Water Management, is presented this evening for a 1st Reading.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. No action required.

DEL MAR UNION SCHOOL DISTRICT
BUSINESS AND NONINSTRUCTIONAL OPERATIONS

BOARD POLICY 3511: STORM WATER MANAGEMENT

The Governing Board recognizes the importance of minimizing the district's use of natural resources, providing a high-quality environment that promotes health and productivity, and effectively managing the district's fiscal resources. To that end, the Superintendent or designee will implement a Storm Water Management Program that includes strategies for effective and sustainable resource practices, reducing water consumption and promoting conservation principles.

The Superintendent or designee shall regularly inspect district facilities and operations and make recommendations for maintenance and capital expenditures, which may help the district reach its storm water management goals.

The Superintendent or designee shall make every effort to identify funding opportunities and cost-reducing incentive programs to help the district achieve its storm water management goals.

The Superintendent or designee shall periodically report to the Board on the district's progress in meeting its conservation and management goals.

Storm Water Management

The Board desires to ensure that, to the maximum extent practicable, the district reduce the discharge of pollutants into the water system in order to minimize the threat to water quality from storm water runoff. When the district has been designated by the State Water Resources Control Board or a regional water quality control board, the Superintendent or designee shall ensure that the district complies with applicable General Permit requirements.

The Superintendent or designee shall develop a storm water management plan and shall submit the plan and a resolution authorizing the implementation of the plan to the Board for approval. The district's plan shall describe best management practices, measurable goals, and timetables for implementation in the following areas:

1. *Public education and outreach on storm water impacts*
2. *Public participation, such as participation in adoption and implementation of the plan*
3. *Illicit discharge detection and elimination, such as maps and programs to detect and eliminate illicit non-storm water discharges*
4. *Construction site storm water runoff control, such as reviewing construction plans, inspecting sites, and tracking construction site runoff, as well as erosion and sediment controls*
5. *Post-construction storm water management, such as developing design standards for preventing runoff and verifying proper maintenance and operation of control procedures*

6. ***Pollution prevention and good housekeeping, such as evaluating waste disposal, material storage, and equipment-cleaning procedures and spill prevention.***

The Superintendent or designee shall regularly report to the Board on the status of the district's implementation efforts.

Legal Reference:

WATER CODE
13383.5 Storm water discharge monitoring requirements
CODE OF REGULATIONS, TITLE 23
2200 Discharge permit fees
UNITED STATES CODE, TITLE 33
1342 National pollutant discharge elimination system
CODE OF FEDERAL REGULATIONS, TITLE 40
122.1-122.64 National pollutant discharge elimination system

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES
0706.90 Water Conservation Advisory, 90-09
WEB SITES
CSBA: http://www.csba.org
California State Water Resources Control Board: http://www.swrcb.ca.gov
Department of General Resources, Green California, Sustainable Schools: http://www.green.ca.gov/GreenBuildings/schools

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval and Acceptance of Donations to the Del Mar Union School District

Items	School Site	Donor
$1,500.00 for Instructional Supplies	Ashley Falls	PTA
$1,000.00 For Cesar Chavez Service Learning Group	Carmel Del Mar	State Farm
$1,500.00 for Spanish start up materials	Del Mar Heights	Anonymous
$820.00 for Science	Del Mar Hills	City of Del Mar Foundation
$1,032.00 for Science	Ocean Air	Education Plus Fund
$1,000.00 for copier supplies	Sycamore Ridge	PTA

FISCAL IMPACT:

Revenue: Revenue budget is increased by $6,852.00.

Expenditure: Expenditure budget is increased by $6,852.00.

Fund Balance: There is no change to fund balance.

RECOMMENDED: The Interim Superintendent recommends approval and acceptance of donations to the Del Mar Union School District as listed above.

*10.1

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements

It is recommended that the Board of Trustees approve the purchase orders listed in the amount of $202,191.94. It is also recommended that the Board of Trustees ratify the commercial warrants listed in the amount of $566,973.01 and ratify the revolving cash disbursements listed in the amount of $1,524.06.

The purchase order amounts and revolving cash disbursements listed have been verified for accuracy and sufficient account balances by the Business Department.

Signed

4-18-08
Date

FISCAL IMPACT: The purchase order amounts listed have been verified by the Business Department. There are sufficient account balances to cover these expenditures. Remaining account balances after processing the purchase orders, commercial warrants and revolving cash expenditures are sufficient to pay expected expenses for the remainder of the year.

RECOMMENDED: The Interim Superintendent recommends that the Board of Trustees approve the Purchase Orders, ratify the Commercial Warrant payments and ratify the revolving cash disbursements as listed.

*10.2

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902564	03/03/08	03	SUPERIOR DISTRIBUTING	003	INST MAT/SUP GEN PURPOSE	$485.83
902565	03/03/08	03	NASCO MODESTO	007	ART SUPPLIES	$193.95
902566	03/03/08	03	SOUTHWEST SCHOOL SUPPLY	007	ART SUPPLIES	$58.79
902567	03/03/08	03	INSECT LORE PRODUCTS	007	INST MAT/SUP GEN PURPOSE	$181.62
902568	03/03/08	06	COMPUMASTER	008	TRAVEL AND CONFERENCES	$398.00
902569	03/03/08	03	COSTCO BUSINESS DELIVERY	008	INST MAT/SUP GEN PURPOSE	$499.79
902570	03/03/08	03	MARK RILEY	008	INST MAT/SUP GEN PURPOSE	$21.45
902571	03/03/08	03	BARBARA SCHLMANN	010	INST MAT/SUP GEN PURPOSE	$57.78
902572	03/03/08	03	COACH USA	008	FIELD TRIP	$754.02
902573	03/03/08	06	AMAZON.COM CREDIT	008	INST MAT/SUP GEN PURPOSE	$91.57
902574	03/03/08	03	JULIE CHOI	008	$100 TEACHER STIPEND	$100.00
902575	03/03/08	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	$1,201.65
902576	03/03/08	06	APPLE COMPUTER, INC.	011	NON-CAPITALIZED EQUIPMENT	$5,277.60
902577	03/03/08	06	APPLE COMPUTER, INC.	011	NON-CAPITALIZED EQUIPMENT	$2,396.36
902578	03/03/08	63	SPARK P.E. PROGRAMS	060	GEN SUPPLIES CHILD DEV	$174.56
902579	03/03/08	03	ERIN MITCHELL	006	TRAVEL AND CONFERENCES	$461.61
902580	03/03/08	06	SDCOE	004	INST MAT/SUP GEN PURPOSE	$28.32
902581	03/03/08	03	JANET WOLFERTZ	005	INST MAT/SUP GEN PURPOSE	$184.19
902582	03/03/08	03	ERIN MITCHELL	006	$100 TEACHER STIPEND	$100.00
902583	03/03/08	03/06	KAY FRANCIS	005	$100 TEACHER STIPEND	$148.00
902584	03/03/08	03	LINDA DUGGER	005	FUNDRAISER	$188.06
902585	03/03/08	06	CINDA PECK	005	INST MAT/SUP GEN PURPOSE	$361.40
902586	03/03/08	03	ONE DAY SIGNS	001	MISC. SUPPLIES	$150.85
902587	03/03/08	03	SIMBA INTERNATIONAL	001	WASTE DISPOSAL EXPENSE	$107.40
902588	03/03/08	03	CDW-G	001	COMPUTER SUPPLIES	$186.70
902589	03/03/08	03	CDW-G	001	COMPUTER SUPPLIES	$422.05
902590	03/03/08	03	FAGEN FRIEDMAN & FULFROST, LLP	011	LEGAL FEES	$889.65
902591	03/03/08	03	COACH USA	007	FIELD TRIP	$1,131.03
902592	03/03/08	03	THE MONARCH PROGRAM	007	FIELD TRIP	$400.00
902593	03/03/08	03	AMY DOYLE	006	CLASSROOM DONATIONS	$419.15
902594	03/03/08	03	EDUCATORS PUBLISHING SERVICE	010	INST MAT/SUP GEN PURPOSE	$607.59
902595	03/03/08	06	STATEWIDE SAFETY & SIGNS, INC.	001	MAINT SUPPLIES	$250.00
902596	03/03/08	06	JDL DEVELOPMENT INC	001	REPAIRS BLDG/GRND-TH	$990.00
902597	03/03/08	03	AMERICAN EXPRESS	001	TRAVEL AND CONFERENCES	$458.40
902598	03/03/08	03	BEST BEST & KRIEGER ATTORNEYS	001	LEGAL FEES	$3,143.11
902599	03/03/08	03	GREEN LEAF TREE CARE INC.	001	REPAIR GRNDS/LANDSCAPING	$2,000.00
902600	03/03/08	03	SARAH SUTTON	001	MUSIC SUPPLIES	$2,400.00
902601	03/03/08	03	JANE LA FAZIO	001	OTHER CONTRACTS	$1,500.00
902602	03/03/08	06	ROSALIND RICHARDS	001	OTHER CONTRACTS	$2,000.00
902603	03/03/08	03	PACIFIC ANIMAL PRODUCTIONS	001	OTHER CONTRACTS	$315.00
902604	03/03/08	03	SOOKYOUNG ELIZABETH CHUNG	001	OTHER CONTRACTS	$400.00
902605	03/04/08	03	NASCO MODESTO	007	INST MAT/SUP GEN PURPOSE	$176.60
902606	03/04/08	06	BERTRAND'S MUSIC MART	003	INST MAT/SUP GEN PURPOSE	$1,115.99
902607	03/04/08	03	MARSH MEDIA	003	BOOKS OTHER THAN TEXTBOOKS	$107.82
902608	03/04/08	03	GAIL MORAN	003	INST MAT/SUP GEN PURPOSE	$8.90
902609	03/04/08	03	LINDA TUCKER	003	INST SUPP-LIBRARY A.V.	$161.58
902610	03/04/08	03	STUDENT SUPPLY COMPANY	008	INST MAT/SUP GEN PURPOSE	$104.71
902611	03/04/08	03	ORIENTAL TRADING CO.	008	INST MAT/SUP GEN PURPOSE	$41.65
902612	03/04/08	03	BIRCH AQUARIUM AT SCRIPPS	007	FIELD TRIP	$775.00
902613	03/04/08	03	COACH USA	007	FIELD TRIP	$1,131.03
902614	03/04/08	03	COSTCO BUSINESS DELIVERY	010	ONE TIME SUPPLY EXPENSE	$855.61
902615	03/04/08	03	THE MONARCH PROGRAM	008	FIELD TRIP	$400.00

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902616	03/06/08	03	THOMAS F. BISHOP	001	OTHER EXPENSES	$3,377.50
902617	03/06/08	03	SDCOE	007	TRAVEL AND CONFERENCES	$30.00
902618	03/06/08	03	SDCOE	010	TRAVEL AND CONFERENCES	$30.00
902619	03/06/08	03	PIONEER STATIONERS	006	CLASSROOM DONATIONS	$109.37
902620	03/06/08	03	SCHOLASTIC BOOK FAIRS	006	BOOKS OTHER THAN TEXTBOOKS	$5,288.66
902621	03/06/08	03	GENNA CHAPLUK	008	$100 TEACHER STIPEND	$100.00
902622	03/06/08	03	OFFICE DEPOT, B.S.D.	008	INST MAT/SUP GEN PURPOSE	$55.99
902623	03/06/08	06	TOUCH MATH	008	INST MAT/SUP GEN PURPOSE	$124.82
902624	03/06/08	03	NORTH COUNTY TIMES	022	ADVERTISING	$124.64
902625	03/06/08	03	CINDA PECK	005	MUSIC SUPPLIES	$141.16
902626	03/06/08	03	U.S. SCHOOL SUPPLY	005	FUNDRAISER	$61.94
902627	03/06/08	06	JEFF BERKLEY	005	INST MAT/SUP GEN PURPOSE	$180.00
902628	03/06/08	03	COACH USA	005	FIELD TRIP	$411.09
902629	03/06/08	03	LIBERTY PAPER	004	PORTFOLIOS	$794.66
902630	03/06/08	03	SDCOE	012	INST MAT/SUP GEN PURPOSE	$95.00
902631	03/06/08	06	BUREAU OF EDUCATION & RESEARCH	008	TRAVEL AND CONFERENCES	$195.00
902632	03/07/08	63	MEGAN NASH	060	MILEAGE REIMBURSEMENT	$124.07
902633	03/07/08	03	R& H THEATRICALS, AMATEUR	003	MUSIC SUPPLIES	$1,430.00
902634	03/07/08	03	LIBERTY PAPER	003	INST MAT/SUP GEN PURPOSE	$1,109.83
902635	03/07/08	03	LESLIE MANNES	003	$100 TEACHER STIPEND	$100.00
902636	03/07/08	06	BERTRAND'S MUSIC MART	003	INST MAT/SUP GEN PURPOSE	$1,719.69
902637	03/07/08	06	ENCINITAS GLASS COMPANY, INC	001	REPAIRS BLDG/GRND-SAGE	$762.96
902638	03/07/08	06	A O REED & CO.	001	REPAIRS BLDG/GRND-CDM	$6,202.59
902639	03/07/08	06	WEST MUSIC COMPANY	003	INST MAT/SUP GEN PURPOSE	$252.84
902640	03/07/08	06	PARTITIONS & ACCESSORIES CO	001	MAINT SUPPLIES/CDM	$239.05
902641	03/07/08	06	SEASIDE HEATING & AIR INC	001	REPAIRS BLDG/GRND SYCAMORE	$707.66
902642	03/07/08	06	JENNY LUCE	009	INST MAT/SUP GEN PURPOSE	$190.62
902643	03/07/08	03	INSECT LORE PRODUCTS	009	INST MAT/SUP GEN PURPOSE	$52.96
902644	03/07/08	03	LAKESHORE LEARNING MATERIALS	009	INST MAT/SUP GEN PURPOSE	$46.51
902645	03/07/08	03	UMA (LAKSHMY) KRISHNAN	007	INST MAT/SUP GEN PURPOSE	$912.96
902646	03/07/08	06	KERRY KORODY	011	TRAVEL AND CONFERENCES	$264.00
902647	03/07/08	06	RACHEL JOHNSON	011	TRAVEL AND CONFERENCES	$195.00
902648	03/07/08	03	SCHOOL HEALTH SUPPLY CO.	011	HEALTH SUPPLIES	$46.81
902649	03/07/08	03	XEROX CORPORATION	008	INST MAT/SUP GEN PURPOSE	$1,239.13
902650	03/07/08	06	HOUGHTON MIFFLIN COMPANY	008	INST MAT/SUP GEN PURPOSE	$39.24
902651	03/07/08	06	EVERYDAY/MCGRAW-HILL	008	INST MAT/SUP GEN PURPOSE	$14.79
902652	03/07/08	03	LAURI CARPENTER	010	CLASSROOM DONATIONS	$378.42
902653	03/07/08	03	COACH USA	009	FIELD TRIP	$754.02
902654	03/10/08	06	CARDIFF SCHOOL DISTRICT	001	06/07 LEP ALLOCATION	$2,129.40
902655	03/10/08	03	JURMAN'S EMERGENCY TRAINING	001	OTHER CONTRACTS	$550.00
902656	03/10/08	03	CITY OF SAN DIEGO TREASURER	001	SD JOINT MAINT	$8,402.80
902657	03/10/08	06	JENNY LUCE	009	INST MAT/SUP GEN PURPOSE	$39.30
902658	03/10/08	03	EYE ON EDUCATION	009	INST MAT/SUP GEN PURPOSE	$125.98
902659	03/10/08	03	JENNIFER HOWARD	009	$100 TEACHER STIPEND	$74.56
902660	03/10/08	03	WORLD ALMANAC EDUCATION	008	BOOKS OTHER THAN TEXTBOOKS	$572.57
902661	03/10/08	03	CDW-G	001	COMPUTER SUPPLIES	$143.37
902662	03/10/08	03	NEXUS INTEGRATION SERVICES	001	TELEPHONE EXPENSE	$428.00
902663	03/10/08	03	SDA SECURITY SYSTEMS	001	OTHER CONTRACTS	$948.00
902664	03/10/08	06	JOAN K. FORREST	011	MILEAGE REIMBURSEMENT	$37.27
902665	03/10/08	03	MOORE MEDICAL CORPORATION	011	HEALTH SUPPLIES	$85.51
902666	03/10/08	06	LORI HUGHES	011	INST MAT/SUP GEN PURPOSE	$99.84
902667	03/10/08	03	WENDY CHAMBERS	007	$100 TEACHER STIPEND	$99.81

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902668	03/12/08	03	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	$209.37
902669	03/12/08	03	XPEDX	013	OFFICE SUPPLIES	$96.54
902670	03/13/08	06	A 1 SOILS	001	INST MAT/SUP GEN PURPOSE	$468.75
902671	03/13/08	03	SDCOE	013	OFFICE SUPPLIES	$168.79
902672	03/13/08	03	SDCOE	013	OFFICE SUPPLIES	$94.39
902673	03/13/08	03	SUPERINTENDENT OF SCHOOLS	009	TRAVEL AND CONFERENCES	$30.00
902674	03/14/08	06	SDCOE	009	TRAVEL AND CONFERENCES	$50.00
902675	03/17/08	03	SDCOE	012	TRAVEL AND CONFERENCES	$450.00
902676	03/17/08	03	SDCOE	012	TRAVEL AND CONFERENCES	$75.00
902677	03/18/08	06	TONY LIPKA, CONSULTANT AND	001	TRAVEL AND CONFERENCES	$250.00
902678	03/18/08	03	PIONEER STATIONERS	005	INST MAT/SUP GEN PURPOSE	$118.77
902679	03/18/08	03	SDCOE	013	OFFICE SUPPLIES	$158.63
902680	03/18/08	03	CDW-G	001	COMPUTER SUPPLIES	$269.96
902681	03/19/08	03	SCHOOL SPECIALTY	005	INST MAT/SUP GEN PURPOSE	$27.63
902682	03/19/08	03	BOYER MOVING AND STORAGE	001	OTHER CONTRACTS	$270.00
902683	03/20/08	03	HUMAN KINETICS	012	TESTING SUPPLIES	$103.93
902684	03/21/08	63	DISCOUNT SCHOOL SUPPLY	060	INST SUPPLIES CHILD DEV	$300.83
902685	03/21/08	63	ORIENTAL TRADING CO.	060	INST SUPPLIES CHILD DEV	$91.88
902686	03/21/08	63	SCHOOL SPECIALTY	060	INST SUPPLIES CHILD DEV	$27.36
902687	03/21/08	63	S&S WORLD WIDE	060	INST SUPPLIES CHILD DEV	$144.76
902688	03/21/08	06	INFANCY & EARLY CHILDHOOD	011	TRAVEL AND CONFERENCES	$175.00
902689	03/21/08	03	MEDS-PDN	010	TRAVEL AND CONFERENCES	$187.00
902690	03/21/08	03	MEDS-PDN	010	TRAVEL AND CONFERENCES	$187.00
902691	03/21/08	63	BUREAU OF EDUCATION & RESEARCH	060	TRAVEL AND CONFERENCES	$370.00
902692	03/21/08	06	BUREAU OF EDUCATION & RESEARCH	007	TRAVEL AND CONFERENCES	$555.00
902693	03/25/08	06	LIBRARY VIDEO COMPANY	010	INST MAT/SUP GEN PURPOSE	$206.09
902694	03/25/08	03	NASCO MODESTO	010	INST MAT/SUP GEN PURPOSE	$74.13
902695	03/25/08	03	O T IDEAS, INC.	010	INST MAT/SUP GEN PURPOSE	$59.22
902696	03/25/08	03	COACH USA	006	FIELD TRIP	$754.02
902697	03/25/08	03	CARLSBAD FLOWER FIELDS	006	FIELD TRIP	$800.00
902698	03/25/08	06	LINDSAY FARMER	004	MILEAGE REIMBURSEMENT	$56.20
902699	03/25/08	03	KIM CUNNINGHAM	004	$100 TEACHER STIPEND	$100.00
902700	03/25/08	06	ROCK' N LEARN	003	INST MAT/SUP GEN PURPOSE	$54.13
902701	03/25/08	03	HIGHSMITH, INC.	003	BOOKS OTHER THAN TEXTBOOKS	$111.40
902702	03/25/08	03	NASCO MODESTO	005	INST MAT/SUP GEN PURPOSE	$89.34
902703	03/25/08	63	CMC PUBLISHING/CARMEL VALLEY	060	ADVERTISING	$490.00
902704	03/25/08	63	CHARLEY JACOB	060	MILEAGE REIMBURSEMENT	$86.71
902705	03/25/08	63	SHANNON DOWDY	060	MILEAGE REIMBURSEMENT	$49.69
902706	03/25/08	63	CARRIE JOHNSON	060	MILEAGE REIMBURSEMENT	$66.66
902707	03/25/08	63	DIGITAL ONE PRINTING, INC.	060	PRINTING EXPENSE	$43.64
902708	03/25/08	03	COACH USA	005	FIELD TRIP	$754.02
902709	03/25/08	03	COACH USA	007	FIELD TRIP	$686.93
902710	03/25/08	03	WILD ANIMAL PARK ED DEPT	007	FIELD TRIP	$100.00
902711	03/25/08	03	RAND MCNALLY & COMPANY	013	OFFICE SUPPLIES	$23.51
902712	03/25/08	06	WESTERN PSYCHOLOGICAL SERVICES	011	OTHER SUPPLIES	$288.49
902713	03/25/08	03	MEDCO SUPPLY CO.	011	EQUIP REPAIR	$62.23
902714	03/25/08	06	LAURA HUGHES	011	INST MAT/SUP GEN PURPOSE	$85.12
902715	03/25/08	06	SUPER DUPER PUBLICATIONS	011	INST MAT/SUP GEN PURPOSE	$706.38
902716	03/25/08	06	GANDER EDUCATIONAL PUBLISHING	011	INST MAT/SUP GEN PURPOSE	$470.88
902717	03/25/08	06	MAILBOX MAGAZINE	011	INST MAT/SUP GEN PURPOSE	$32.27
902718	03/25/08	03	DONNA KURIYAMA	011	MILEAGE REIMBURSEMENT	$37.67
902719	03/25/08	03	ACADEMIC SUPPLIER	011	OFFICE SUPPLIES	$134.03

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902720	03/25/08	06	SHIHONG MA	011	MILEAGE REIMBURSEMENT	$99.99
902721	03/25/08	03	MUSEUM OF MAKING MUSIC	008	FIELD TRIP	$300.00
902722	03/25/08	03	COACH USA	008	FIELD TRIP	$1,131.03
902723	03/25/08	06	UNITED PARCEL SERVICE	007	INST MAT/SUP GEN PURPOSE	$4.70
902724	03/25/08	06	DICK BLICK	005	INST MAT/SUP GEN PURPOSE	$111.66
902725	03/25/08	63	ROCKY MOUNTAIN SUNSCREEN	060	GEN SUPPLIES CHILD DEV	$204.03
902726	03/25/08	63	SANDOZAPPAREL	060	GEN SUPPLIES CHILD DEV	$3,623.09
902727	03/25/08	63	CHARLENE KOMOSINSKI	060	GEN SUPPLIES CHILD DEV	$121.75
902728	03/25/08	03	US-GAMES	010	INST MAT/SUP GEN PURPOSE	$130.90
902729	03/25/08	03	INSECT LORE PRODUCTS	010	INST MAT/SUP GEN PURPOSE	$223.11
902730	03/25/08	03	JODI NEILSON	010	INST MAT/SUP GEN PURPOSE	$81.96
902731	03/25/08	03	NASCO MODESTO	010	CLASSROOM DONATIONS	$397.60
902732	03/25/08	03	COACH USA	007	FIELD TRIP	$1,335.51
902733	03/25/08	63	DELCIE STRAHAN	060	INST SUPPLIES CHILD DEV	$216.65
902734	03/25/08	03	CARLSBAD FLOWER FIELDS	009	FIELD TRIP	$650.00
902735	03/25/08	03	TRACI WAXMAN	009	$100 TEACHER STIPEND	$100.00
902736	03/25/08	03	IKON OFFICE SOLUTIONS-FSMA	009	INST MAT/SUP GEN PURPOSE	$406.24
902737	03/25/08	03	APPLE COMPUTER, INC.	009	INST MAT/SUP GEN PURPOSE	$136.59
902738	03/25/08	03	RICOH AMERICAS CORP	009	INST MAT/SUP GEN PURPOSE	$109.05
902739	03/25/08	06	DAY-TIMERS, INC.	004	INST MAT/SUP GEN PURPOSE	$27.79
902740	03/25/08	03	JODI NEILSON	010	$100 TEACHER STIPEND	$98.93
902741	03/25/08	03	LAURI CARPENTER	010	INST MAT/SUP GEN PURPOSE	$36.46
902742	03/25/08	63	CARUS PUBLISHING COMPANY	060	PERIODICALS/ADMINISTRATIVE	$840.00
902743	03/25/08	03	LOUWANA P. SPETTER	003	SERVICE LEARNING	$275.00
902744	03/25/08	06	BETSY SCHULZ	003	INST MAT/SUP GEN PURPOSE	$1,190.56
902745	03/25/08	03	ASCD	003	OTHER BOOKS-PROF.LIB.	$79.00
902746	03/25/08	03	JASON BETHURUM	005	$100 TEACHER STIPEND	$100.00
902747	03/25/08	03	LINDSAY FARMER	004	$100 TEACHER STIPEND	$100.00
902748	03/25/08	06	LINDSAY FARMER	004	INST MAT/SUP GEN PURPOSE	$499.97
902749	03/25/08	03	APPLE COMPUTER, INC.	006	NON-CAPITALIZED EQUIPMENT	$7,312.66
902750	03/25/08	06	CHRISTINE RINALDI-WILLIAMS	006	INST MAT/SUP GEN PURPOSE	$255.56
902751	03/25/08	06	ERIN MITCHELL	006	INST MAT/SUP GEN PURPOSE	$99.92
902752	03/25/08	06	PLANK ROAD PUBLISHING	006	INST MAT/SUP GEN PURPOSE	$73.03
902753	03/25/08	06	POPPLERS MUSIC, INC.	006	INST MAT/SUP GEN PURPOSE	$401.16
902754	03/25/08	03/06	CAROLINA BIOLOGICAL SUPPLY CO.	004	2006/07 DMSEF WISHLIST	$56.93
902755	03/25/08	03	NATIONAL GEOGRAPHIC SCHOOL	007	CONSUMABLE BOOKS	$1,012.12
902756	03/25/08	06	FOREST WOOD FIBER PRODUCTS	001	MAINT SUPPLIES/AF	$4,077.50
902757	03/25/08	03	BARNES & NOBLE, INC	007	REGULAR TEXTBOOKS	$29.95
902758	03/25/08	03	FANON COURIER	006	EQUIP REPAIR	$108.00
902759	03/25/08	06	INSECT LORE PRODUCTS	008	INST MAT/SUP GEN PURPOSE	$541.28
902760	03/25/08	03	HAMPTON-BROWN	008	CONSUMABLE BOOKS	$397.02
902761	03/25/08	06	CURRICULUM ASSOCIATES, INC.	008	INST MAT/SUP GEN PURPOSE	$29.14
902762	03/25/08	03	COACH USA	003	FIELD TRIP	$1,026.66
902763	03/25/08	03	ACADEMIC SUPPLIER	009	INST MAT/SUP GEN PURPOSE	$82.74
902764	03/25/08	03	EMILY DISNEY	009	INST MAT/SUP GEN PURPOSE	$36.63
902765	03/25/08	03	AMAZON.COM CREDIT	009	INST MAT/SUP GEN PURPOSE	$998.73
902766	03/25/08	03	XEROX OMNIFAX	001	SERVICE AGREEMENTS	$276.00
902767	03/25/08	03	XEROX CORPORATION	005	INST MAT/SUP GEN PURPOSE	$1,239.13
902768	03/25/08	03	RICOH AMERICAS CORP	005	INST MAT/SUP GEN PURPOSE	$133.05
902769	03/25/08	03	KRISTIN SODERBERG	008	$100 TEACHER STIPEND	$100.00
902770	03/25/08	03	JENNIFER MC CLELLAN	008	$100 TEACHER STIPEND	$100.00
902771	03/25/08	03	NATIONAL GEOGRAPHIC SCHOOL	007	CONSUMABLE BOOKS	$253.03

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902772	03/25/08	63	DUSTIN WEBSTER	060	MILEAGE REIMBURSEMENT	$40.00
902773	03/25/08	03	COACH USA	007	FIELD TRIP	$708.00
902774	03/25/08	03	CARLSBAD FLOWER FIELDS	007	FIELD TRIP	$800.00
902775	03/25/08	06	PEARSON ASSESSMENTS	011	INST MAT/SUP GEN PURPOSE	$715.92
902776	03/25/08	06	TALK TOOLS	011	INST MAT/SUP GEN PURPOSE	$133.36
902777	03/25/08	03	COLONIAL EDUCATORS	008	FIELD TRIP	$270.00
902778	03/25/08	03	COACH USA	009	FIELD TRIP	$754.02
902779	03/25/08	63	EARTH BIRTHDAY PROJECT	060	INST SUPPLIES CHILD DEV	$34.28
902780	03/25/08	63	GAYLORD LEEPER	060	MILEAGE REIMBURSEMENT	$90.50
902781	03/25/08	63	JANAN TAOVIL	060	MILEAGE REIMBURSEMENT	$89.89
902782	03/25/08	03	SDCOE	012	INST MAT/SUP GEN PURPOSE	$43.10
902783	03/25/08	06	CESAR E CHAVEZ FOUNDATION	004	INST MAT/SUP GEN PURPOSE	$9.20
902784	03/25/08	03	SCHOOL HEALTH SUPPLY CO.	011	HEALTH SUPPLIES	$140.42
902785	03/25/08	03	MICHELLE YOUNG	004	TRAVEL AND CONFERENCES	$75.00
902786	03/25/08	03/06	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	$371.74
902787	03/25/08	03/06	LIBERTY PAPER	013	OFFICE SUPPLIES	$635.73
902788	03/25/08	03	SDCOE	013	PRINTING EXPENSE	$241.36
902789	03/25/08	06	BERTRAND'S MUSIC MART	008	NON-CAPITALIZED EQUIPMENT	$1,074.27
902790	03/25/08	06	AXCES INDUSTRIAL SUPPLY	001	MAINT SUPPLIES/SAGE	$495.65
902791	03/25/08	06	BAKER ELECTRIC	001	REPAIRS BLDGS/GRNDS	$3,000.00
902792	03/25/08	06	FRAZEE PAINT & WALLCOVERINGS	001	MAINT SUPPLIES	$1,000.00
902793	03/25/08	06	FRONTIER FENCE COMPANY INC	001	REPAIRS BLDG/GRND-HILLS	$1,912.73
902794	03/25/08	06	ACADEMIC SUPPLIER	006	INST MAT/SUP GEN PURPOSE	$557.44
902795	03/25/08	03	SOUTHWEST SCHOOL SUPPLY	012	TESTING SUPPLIES	$61.16
902796	03/25/08	63	BOOMERS! SAN DIEGO	060	FIELD TRIP	$1,439.00
902797	03/25/08	63	ROSEANN REYES	060	MILEAGE REIMBURSEMENT	$18.89
902798	03/25/08	63	SAN DIEGO PADRES	060	FIELD TRIP	$985.00
902799	03/25/08	03	BECKY ZEBOLD	006	INSTR SUPPLIES-SCIENCE	$100.00
902800	03/25/08	03	MACMILLAN/MCGRAW HILL	010	ONE TIME SUPPLY EXPENSE	$1,468.46
902801	03/25/08	03	COACH USA	010	FIELD TRIP	$394.05
902802	03/25/08	03	COACH USA	010	FIELD TRIP	$377.01
902803	03/25/08	03	COACH USA	010	FIELD TRIP	$754.02
902804	03/25/08	03	HIGHSMITH, INC.	022	MISC. SUPPLIES	$261.36
902805	03/25/08	03	CARLSBAD FLOWER FIELDS	010	FIELD TRIP	$800.00
902806	03/25/08	03	COACH USA	010	FIELD TRIP	$708.00
902807	03/25/08	06	NANCY PAYNE	007	INST MAT/SUP GEN PURPOSE	$350.00
902808	03/25/08	03	COACH USA	004	2006/07 DMSEF WISHLIST	$377.01
902809	03/25/08	03	LIBERTY PAPER	006	INST MAT/SUP GEN PURPOSE	$1,109.83
902810	03/25/08	03	OFFICE DEPOT, B.S.D.	006	INST MAT/SUP GEN PURPOSE	$334.56
902811	03/25/08	03	ATHANASIA SOLOWCZUK	009	$100 TEACHER STIPEND	$100.00
902812	03/26/08	03	SOUTHWEST SCHOOL SUPPLY	013	MISC. SUPPLIES	$87.21
902813	03/26/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	$344.76
902814	03/26/08	06	JENNY LUCE	009	INST MAT/SUP GEN PURPOSE	$111.67
902815	03/26/08	03	NASCO MODESTO	009	ART SUPPLIES	$924.82
902816	03/26/08	03	KRISTIN STANTON	009	$100 TEACHER STIPEND	$89.65
902817	03/26/08	06	A O REED & CO.	001	REPAIRS BLDGS/GRNDS	$2,000.00
902818	03/26/08	03	BOWIE ARNESON WILES & GIANNONE	001	LEGAL FEES	$4,029.07
902819	03/26/08	06	LIBERTY PAPER	007	INST MAT/SUP GEN PURPOSE	$398.68
902820	03/27/08	03	O'BRYAN-SMITH INVESTMENTS INC.	001	OTHER CONTRACTS	$2,484.00
902821	03/27/08	06	ASIAN ELEPHANT ART &	006	INST MAT/SUP GEN PURPOSE	$456.00
902822	03/27/08	03	LIBERTY PAPER	004	INST MAT/SUP GEN PURPOSE	$67.88
902823	03/27/08	03	RICOH AMERICAS CORP	004	INST MAT/SUP GEN PURPOSE	$66.52

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
902824	03/27/08	06	LAKESHORE LEARNING MATERIALS	004	INST MAT/SUP GEN PURPOSE	$329.89
902825	03/27/08	06	ADVANCED COMMUNICATION SYSTEMS	004	INST MAT/SUP GEN PURPOSE	$68.89
902826	03/27/08	03	HERITAGE TOURS	005	FIELD TRIP	$365.00
902827	03/27/08	03	CATHERINE HAYS	005	$100 TEACHER STIPEND	$100.00
902828	03/27/08	03	TERRI ALPER	006	OFFICE SUPPLIES	$99.71
902829	03/27/08	03	CITY OF SAN DIEGO TREASURER	001	SD JOINT MAINT	$4,758.35
902830	03/27/08	03	LOUWANA P. SPETTER	003	INST MAT/SUP GEN PURPOSE	$13.87
902831	03/27/08	03	SCHOOL SERVICES OF CALIF., INC	001	TRAVEL AND CONFERENCES	$250.00
902832	03/27/08	03	DONNA KURIYAMA	011	TRAVEL AND CONFERENCES	$81.16
902833	03/27/08	03	LORI SMILEY	011	TRAVEL AND CONFERENCES	$333.00
902834	03/27/08	06	KATHRINE ANDERSON	011	INST MAT/SUP GEN PURPOSE	$156.62
902835	03/27/08	06	SANDRA MARTINEZ	011	NON-CAPITALIZED EQUIPMENT	$54.17
902836	03/28/08	03	FAGEN FRIEDMAN & FULFROST, LLP	011	LEGAL FEES	$6,159.00
902837	03/28/08	06	SAXON PUBLISHERS	011	INST MAT/SUP GEN PURPOSE	$22.96
902838	03/28/08	03	FLAGHOUSE	011	TESTING SUPPLIES	$58.82
902839	03/28/08	06	LAKESHORE LEARNING MATERIALS	011	INST MAT/SUP GEN PURPOSE	$653.51
902840	03/28/08	03	MICHELLE TAYLOR	008	INST MAT/SUP GEN PURPOSE	$25.50
902841	03/28/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	$30.15
902842	03/28/08	63	DIGITAL ONE PRINTING, INC.	060	PRINTING EXPENSE	$565.69
902843	03/28/08	63	ABC-ADVOCATES FOR BETTER	060	TRAVEL AND CONFERENCES	$25.00
902844	03/28/08	03	LAURI CARPENTER	010	CLASSROOM DONATIONS	$72.71
902845	03/28/08	06	THE STOPPER GROUP	007	NON-CAPITALIZED EQUIPMENT	$5,535.00
902846	03/31/08	06	GREENE MUSIC	005	NON-CAPITALIZED EQUIPMENT	$5,307.47
902847	03/31/08	03/06	PROJECT WILDLIFE	001	OTHER CONTRACTS	$150.00
902848	03/31/08	06	SEASIDE HEATING & AIR INC	001	REPAIRS BLDG/GRND-HGTS	$4,800.00
902849	03/31/08	03	MAXIMUS	001	OTHER CONTRACTS	$7,400.00
902850	03/31/08	06	OTTER CREEK INSTITUTE	008	TRAVEL AND CONFERENCES	$199.00
902851	03/31/08	03	RICOH AMERICAS CORP	004	INST MAT/SUP GEN PURPOSE	$33.26
902852	03/31/08	03	TAYLOR PUBLISHING	004	YEARBOOK	$3,880.61
902853	03/31/08	03	JENNIFER OLIVEIRA	009	$100 TEACHER STIPEND	$85.99
902854	03/31/08	03	JENNIFER JO MOKIAO	009	$100 TEACHER STIPEND	$100.00
902855	03/31/08	03	COACH USA	009	FIELD TRIP	$754.02
902856	03/31/08	03	SAN DIEGO NATURAL HISTORY	009	FIELD TRIP	$580.00
902857	03/31/08	06	AZTEC STORAGE CONTAINERS	001	REPAIRS BLDG/GRND-SAGE	$3,000.84
902858	03/31/08	03	BOUND TO STAY BOUND BOOKS INC	009	BOOKS OTHER THAN TEXTBOOKS	$1,062.24
902859	03/31/08	03	WORLD ALMANAC EDUCATION	009	BOOKS OTHER THAN TEXTBOOKS	$250.00
902860	03/31/08	03	MODERN POSTCARDS	003	INST MAT/SUP GEN PURPOSE	$147.00
902861	03/31/08	06	BETSY SCHULZ	003	INST MAT/SUP GEN PURPOSE	$414.08
902862	03/31/08	03	SOUTHWEST SCHOOL SUPPLY	003	INST MAT/SUP GEN PURPOSE	$148.29
					REPORT TOTAL	$202,191.94

DEL MAR UNION SCHOOL DISTRICT

COMMERCIAL WARRANT LISTING

March 1 - 31, 2008

FUND	DATE	WARRANT #	AMOUNT
FUND 03 & 06	3/7/2008	451496-451573	$ 101,493.68
	3/12/2008	455358-455414	$ 104,226.75
	3/13/2008	456358-456385	$ 45,377.44
	3/14/2008	457341	$ 100.84
	3/18/2008	458448-458490	$ 44,991.65
	3/20/2008	459997-460031	$ 42,329.43
	3/21/2008	461022	$ 3,650.00
	3/25/2008	461709-461733	$ 13,285.55
	3/28/2008	463717-463775	$ 62,089.48
GENERAL FUND TOTAL			**$ 417,544.82**
FUND 13	3/7/2008	451574-451575	$ 67,052.82
Cafeteria	3/13/2008	456386	$ 561.83
	3/18/2008	458491	$ 70,802.95
FUND 14			
Deferred Maintenance			
FUND 25-19			
Developer Fees			
FUND 35-00			
State School Building Project			
FUND 40			
Special Reserve-Capital			
FUND 63	3/7/2008	451576-451583	$ 4,230.12
Other Enterprise - Child Development	3/12/2008	455415-455422	$ 2,242.80
	3/13/2008	456387-456388	$ 723.06
	3/18/2008	458492-458499	$ 876.73
	3/20/2008	460032	$ 54.12
	3/25/2008	461734	$ 397.26
	3/28/2008	463776-463789	$ 2,486.50
FUND 73-20			
Foundation Trust			
OTHER FUND TOTAL			**$ 149,428.19**
GRAND TOTAL			**$ 566,973.01**

DEL MAR UNION SCHOOL DISTRICT

Revolving Cash Fund March 1 - 31, 2008

Date	Check No	Payee	Purpose	Amount		Account #
3/6/08	8243	Fed Ex Kinkos	copies 2nd interim report	248.58		03-00 0000-504 0000 7200 5800-035 045
3/7/08	8244	Linda Brown	mileage	89.88		13-00 5310-000 0000 3700 5200-025 045
3/7/08	8245	Dehua Huang	child care refund	62.80		63-00 0000-000 0000 0000 8699-066 000
3/7/08	8246	Barrett Blake	gas for van	84.73		06-00 8150-640 0000 8110 4300-085 045
3/7/08	8247	Evan Vance	travel/conference	182.00		03-00 0000-503 0000 7200 5200-000 040
3/7/08	8248	Darlene Nadlonek	mileage	95.95		03-00 0000-503 0000 7200 5200-025 040
3/7/08	8248	Darlene Nadlonek	travel/conference	182.00		03-00 0000-503 0000 7200 5200-000 040
3/7/08	8248	Darlene Nadlonek	advertising	25.00		03-00 0000-503 0000 7200 5800-037 040
3/7/08	8249	Sherry Forte	misc supplies	45.36		03-00 0000-501 0000 7100 4300-089 040
3/7/08	8250	Janet Bernard	other expense	18.98		03-00 0000-018 0000 2130 5800-080 040
3/7/08	8251	Lisa Furnas	mileage	6.71		03-00 0000-501 0000 7100 5200-025 040
3/7/08	8252	David Jones	office supplies	31.81		03-00 0000-465 0000 2700 4300-046 005
3/7/08	8253	Shirley Bales	mileage	27.88		03-00 0000-502 0000 7200 5200-025 040
3/7/08	8254	Casey Canuso	misc supplies	13.08		03-00 0000-465 0000 2700 4300-089 005
3/7/08	8255	Dianna K. Holmes	instructional supplies	21.01		06-00 7395-000 1110 1000 4300-010 005
3/7/08	8256	Katharin Roth	instructional supplies	99.97		06-00 7395-000 1110 1000 4300-010 005
3/7/08	8257	Michael Canoy	child care refund	83.16		63-00 0000-000 0000 0000 8699-076 000
3/10/08	8258	Bolton & Company Insurance	6th grade camp insurance	64.20		03-00 0000-755 1110 1000 5800-010 045
3/25/08	8259	Einstein Bagels	misc supplies	90.66		03-00 0000-504 0000 7200 4300-089 045
3/25/08	8260	San Diego County Superintendent of Schools	travel/conference	30.00		03-00 0000-018 0000 2140 5200-000 040
3/25/08		Union Bank	analysis deficit	21.08		03-00 0000-504 0000 7200 5800-080 045
3/31/08		Union Bank	interrest earned	(0.78)		03-00 0000-504 0000 7200 5800-080 045
			TOTAL	1,524.06		

Paulette Anderson Paulette Anderson Date 4/16/08
Custodian, Revolving Cash

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval of Site Performance Agreement

SCHOOL	CONTRACTOR	SERVICE	AMOUNT	FUNDING
Del Mar Hills	MIND Research Institute	Math + Music Program	$31,430.73	PTA

FISCAL IMPACT:

Revenue: Fundraising funding sources will increase the 2008/2009 revenue budget by the agreement dollar amount.

Expenditure: Fundraising funding sources will increase the 2008/2009 expenditure budget by the agreement amount.

Fund Balance: There is no change to fund balance.

RECOMMENDED: The Interim Superintendent recommends approval of Site Performance Agreement.

*10.3

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject Board Approval of Agreement Between Shake, Shingle & Roll Roofing, Inc. and the Del Mar Union School District for Tile and Flat Roof Repairs and Maintenance at Carmel Del Mar School in the Amount of $9,675.00

Randy Wheaton, Director of Maintenance, has determined that roof repair at Carmel Del Mar School is required at this time. Mr. Wheaton worked with Consulting & Inspection Services to inspect and develop the scope of work required for the repair. After requesting and receiving two quotes, Mr. Wheaton recommends that the Board approve an agreement with Shake, Shingle & Roll Roofing, Inc. to complete the required repair work.

The Agreement for this work is available for review at the Del Mar Union School District

FISCAL IMPACT:	Revenue:	No change in revenue budget.
	Expenditure:	Expenditure included in the 2007/2008 adopted restricted maintenance budget.
	Fund Balance:	No change to the fund balance.

RECOMMENDED: The Interim Superintendent recommends approval of the agreement between Shake, Shingle & Roll Roofing, Inc. and the Del Mar Union School District for tile and flat roof repairs and maintenance at Carmel Del Mar School in the amount of $4,800.00.

*10.4

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval to Advertise for Bids for Summer Maintenance Work

Randy Wheaton, Director of Maintenance and Operations, advises that several maintenance projects are due at this time. These projects are projected to be over the bid limit threshold, which requires the District to follow bid guidelines. The timeline for successful completion of the work by the end of the summer break will require advertising for bids beginning the week of April 28, 2008 and bid openings beginning the week of June 9. This schedule will allow for contract awards at the June 25, 2008 regular Board meeting.

Mr. Wheaton recommends that the following projects be completed during the upcoming summer break.

1. Painting
   Interior at Del Mar Heights School
   Interior at Del Mar Hills School
   Exterior and interior at Carmel Del Mar School
   Exterior at Sycamore Ridge
2. Asphalt Slurry
   Slurry seal and black top repair at Del Mar Heights School
   Slurry seal at Del Mar Hills School, Carmel Del Mar School and Sycamore Ridge School
3. Cabinets
   Administration, library and classroom cabinet replacement at Del Mar Hills School
4. Water Line
   Replace all water lines at Carmel Del Mar School
5. Roofing
   Roofing repair including engineering at Del Mar Hills School

The cost of these renovations will be paid by restricted and deferred maintenance.

FISCAL IMPACT:	Revenue:	N/A
	Expenditure:	These expenditures will be included in the proposed 2008/2009 expenditure budget.
	Fund Balance:	There will be no change to the fund balance.

RECOMMENDED: The Interim Superintendent recommends that the Board of Trustees approve advertising for bids for summer maintenance work.

*10.5

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject Board Approval to Contract with Tandus Specialized Markets using Bid Processed and Documents Approved by the Chula Vista Elementary School Unified School District

Randy Wheaton, Director of Maintenance, recommends that the carpet at Sage Canyon School be replaced. For the purpose of facility planning, including furniture moving and staff scheduling, Mr. Wheaton further recommends that the carpet replacement be completed on a three-year schedule. The projected cost for each segment of the work is over the $15,000 public works bid limit. Chula Vista Elementary School District has a current awarded contract with Tandus Specialized Markets for C & A carpet and labor, which includes language allowing the Del Mar Union School District to use the same bid pricing.

California law generally requires a school district to put to bid any contract for equipment, supplies, services, and repairs costing more that $72,400 and any construction contract costing more than $15,000. However, an exception to this public bidding requirement exists under Public Contract Code section 20118, which permits a school district to enter into a contract, without bidding, by allowing the school district to "piggyback" on an identical contract that was already bid by another public agency. The so-called "piggyback contracts" associated with the public contract code have been used by districts to take advantage of lower costs realized through economy-of-scale and also to avoid the time and expense of the public bidding process.

If the Board approves the "piggyback" process of using the Chula Vista Unified School District awarded contract with Tandus Specialized Markets, the contract between Tandus Specialized Markets and the Del Mar Union School District will be presented to the Board for approval at the June 25, 2008 regular Board meeting.

FISCAL IMPACT:	Revenue:	N/A
	Expenditure:	N/A
	Fund Balance:	N/A

RECOMMENDED: The Interim Superintendent recommends approval to contract with Tandus Specialized Markets using bid processed and documents approved by the Chula Vista Elementary School Unified School District.

*10.6

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)

The items listed below have been determined as surplus or obsolete and have been recommended for disposal, donations or sale.

1. Unused overhead projectors at Ashley Falls School.
2. Obsolete, damaged and unused computer equipment and parts currently stored in the Maintenance Annex.

The District has a current, approved agreement with The Interscholastic Trading Company. InterSchola provides a service to assist in the selling of surplus goods in an online auction environment and through other surplus goods channels in compliance with California Education Code Items will be evaluated by InterSchola to determine salability. Obsolete computer equipment will be disposed of using approved e-waste guidelines.

FISCAL IMPACT: Any expenditure for either advertising or disposal will be charged to the business department budget. There is sufficient available budget to cover these costs and pay expected expenses for the remainder of the year.

RECOMMENDED: The Interim Superintendent recommends that the Board of Trustees declares District personal property obsolete and surplus property and to dispose of or donate per Education Code 17546(a)(b)(c)

*10.7

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval of Agreement Between the Del Mar Union School District and School Wise Press for Producing and Publishing 2007-2008, 2008-2009, and 2009-2010 School Accountability Report Cards in the Amount of $22,140.00.

California voters passed Proposition 98 in November 1988. Proposition 98, also known as The Classroom Instruction Improvement and Accountability Act, provides funding for California schools. In return, all public schools in California are required to prepare annual School Accountability Report Cards (SARC). In years since 1988, additional requirements have been established and are part of Education Code sections 33126 and 33126.1. Similar requirements are also included in the federal No Child Left Behind (NCLB) legislation.

School Wise Press has published the Del Mar Union School District SARCs for 2005-2006 and 2006-2007. SARCs are available both on-line and in hard copy at the sites. The new contract will provide for the District's compliance with Proposition 98 and Education Code requirements for the next three years, 2007-2008 through 2009-2010. School Wise Press strives to produce reports that highlight student performance, are short and easy to read, and help the parents and community better understand how to use the information.

This agreement is available for review at the Del Mar Union School District Office.

FISCAL IMPACT:	Revenue:	This will be paid using Unrestricted General Fund revenue.
	Expenditure:	This item is included in the 2008-09 proposed budget process.
	Fund Balance:	There will be no change to the fund balance.

RECOMMENDED: The Interim Superintendent recommends that the Board of Trustees approves the agreement between the Del Mar Union School District and School Wise Press for producing and publishing 2007-2008, 2008-2009, and 2009-2010 Site Accountability Report Cards in the amount of $22,140.00.

*10.8

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Service

Subject: 2008-2009 Updated Budget Assumptions for the General Fund

Revenues for the 2008-2009 have been reviewed and updated to reflect the most current information available regarding funding levels for next year. Property taxes remain at a 5% increase over the 07-08 Tax Assessor's estimates. State revenues have been reduced by a total of $763,000. Local revenues have been reduced by donations.

Salaries and benefits have been calculated for each individual employee both certificated and classified. All current employees remain in the projection with two expansion positions being added. Vacancies have been included for the Superintendent and Director of Technology.

Remaining expenditures have been reviewed and reduced based on revised funding levels. Department and site budgets will be reviewed and adjusted during the next month.

The budget for the Enterprise Fund (Fund 63) has been included. The Enterprise Fund continues to be self-supporting and not does require any financial assistance from the General Fund. Fund adjustments at this time should only be minor.

Please see the attached narrative and spreadsheets.

FISCAL IMPACT:	Revenue:	N/A
	Expenditure:	N/A
	Fund Balance:	N/A

RECOMMENDED: For information only. No action required.

Del Mar Union School District

2008/09 Budget Report

NARRATIVE

RESTRICTED AND UNRESTRICTED FUND SUMMARY

The following narrative explains changes that have occurred in the District's 2008/09 Proposed Budget as compared to the 2007/08 Second Interim Budget.

Income

Property Tax and Revenue Limit Sources **$1,410,547**

Secured Roll Tax has been increased by 5% per DMUSD past practice.

Federal Revenue **$1,180**

Special education revenues increased slightly due to Federal Budget

State Revenue **-$763,068**

Decrease in State funding per Governor's January Proposed Budget. Also included is a line item of -$472,905 for Basic Aid "fair share" of budget cuts.

Local Revenue **-$1,124,443**

District does not budget for fundraising revenues until received. Extra Staff revenue for the enrichment program is due on May 1 and will be included in the May budget presentation.

Expenditures

Certificated Salaries **$336,994**

Step, column, and longevity increases have been calculated and included. Two expansion teachers have been included in the teacher counts. Vacancy for the Superintendent is included.

Classified Salaries **$23,021**

Step, column, and longevity increases have been calculated and included. Vacancy has been included for the Director of Technology.

Employee Benefits **$157,962**

Benefit increase is associated with increased payroll costs. The "pay-as-you-go" for retiree benefits is projected to increase by about $30,000.

Books and Supplies **-$1,155,251**

Decrease in book and suppies is related to many changes in funding. First the "one-time" grants were carried in to 07-08 and should be fully expended. Reduction in categorical funding resulted in lowered supply budgets. Supply budgets may increase during the year as site donations are received.

Services and Other Operating Expenditures **-$289,758**

Other contracts has been reduced to offset the Restricted Maintenance carryover. If a carryover remains when the 07/08 Unaudited Actuals are complete, this amount will be increased.

Capital Outlay **-$91,288**

Reduction in Capital Outlay is related to the "one-time" block grants.

Other Outgo **-$10,483**

This budget line is being reduced as capital leases are expiring.

Transfers of Indirect/Direct Support **No change**

The $22,121 is to allocate General Fund support to the Cafeteria Fund. This amount is an estimate and will be adjusted and year-end.

Projected Ending Balance

Ending Balance **$553,289**

The net change of Revenues and Expenditures is a positive $553,289. The projected change in the Fund Balance for the combined General Fund is a decrease of $1,427,221.

Note: DMSEF check dated 4/15/08 has not been included in the revenue amounts. All 07/08 enrichment staff is included in the salary and benefit expenditures.

Del Mar Union School District
Budget Revenue and Expenditure Projections 08/09
Assumptions
General Fund Combined

	2007-08 Projected Actuals	2008-09 Estimated Budget (January Proposed)	2008-09 Estimated Budget (May Revise)	Percentage Change	Dollar Change
Revenues					
Revenue Limit Sources	$ 29,325,926	$ 30,736,473	$ -	5%	$ 1,410,547
Federal Revenue	723,761	724,941	0	0%	1,180
Other State Revenue	4,091,197	3,328,129	0	-19%	(763,068)
Other Local Revenue	3,082,145	1,957,702	0	-36%	(1,124,443)
Total Revenues	**$ 37,223,029**	**$ 36,747,245**	**$ -**	**-1%**	**$ (475,784)**
Expenditures					
Certificated Salaries	$ 20,234,712	$ 20,571,706	$ -	2%	$ 336,994
Classified Salaries	5,520,117	5,543,138	0	0%	23,021
Employee Benefits	5,826,852	5,984,544	0	3%	157,692
Books and Supplies	3,272,650	2,117,399	0	-35%	(1,155,251)
Services and Other Operating	4,025,266	3,735,508	0	-7%	(289,758)
Capital Outlay	217,718	126,430	0	-42%	(91,288)
Other Outgo	128,345	117,862	0	-8%	(10,483)
Transfers of Indirect/Direct Support	(22,121)	(22,121)	0	0%	0
Total Expenditures	**$ 39,203,539**	**$ 38,174,466**	**$ -**	**-3%**	**$ (1,029,073)**
Excess (Deficiency) Revenues and Expenditures	**$ (1,980,510)**	**$ (1,427,221)**	**$ -**	**-28%**	**$ 553,289**
Estimated Beginning Fund Balance	**$ 9,499,716**	**$ 7,519,206**			
Estimated Ending Fund Balance	**$ 7,519,206**	**$ 6,091,985**			

* Ending Fund Balance is made up of components that dictate what the balance may be used for
These components are not addressed on this spreadsheet

Del Mar Union School District
Budget Revenue Projections
April 23, 2008

Revenues		2007-08 Projected Actuals	2008-09 Estimated Budget (January Proposed)	2008-09 Estimated Budget (May Revise)	Percentage Change	Dollar Change
Revenue Limit Sources						
8011	Rev Limit	$ (4,264)	$ (4,264)		0%	0
8011	Suppl Hourly Programs	0	0		0%	0
8021	Homeowner's Exemption	313,568	313,568		0%	0
8041	Secured Roll Tax	27,963,171	29,361,330		5%	1,398,159
8042	Unsecured Roll Tax	985,671	985,671		0%	0
8043	Prior Years' Tax	(38,286)	(38,286)		0%	0
8091	Revenue Limit Transfers	(220,625)	(220,625)		0%	0
8091	Special Ed	220,625	220,625		0%	0
8097	Special Ed	106,066	118,454		12%	12,388
Total Revenue Limit Sources		**$ 29,325,926**	**$ 30,736,473**	**$ -**	**5%**	**$ 1,410,547**
Federal Revenue						
8181	Spec Ed - IDEA B Grant Ent	$ 541,215	$ 541,215		0%	0
8182	Spec Ed - IDEA Pre ent non ris	41,201	41,778		1%	577
8182	Spec Ed - IDEA Pre loc ent ris	69,520	70,493		1%	973
8285	Spec Ed - IDEA inservice training	263	266		1%	3
8290	IASA - Drug Free Schools ent	9,169	7,793		-15%	(1,376)
8290	NCLB:Title II, Pt A, Teacher Quality	40,294	40,576		1%	282
8290	Title II Enhanced Educ thru Tech	1,553	1,440		-7%	(113)
8290	Title V/VI-Pt A: Innov Ed	2,781	2,781		0%	0
8290	Title III LEP Student Program	17,765	18,599		5%	834
Total Federal Revenue		**$ 723,761**	**$ 724,941**	**$ -**	**0%**	**$ 1,180**

Other State Revenue						
8311	Economic Impact Aid	$ 119,631	$ 111,867		-6%	(7,764)
8311	Gifted and Talented	32,219	29,974		-7%	(2,245)
8311	Transportation-Home to School	74,961	70,097		-6%	(4,864)
8434	Class Size Reduction, K-3	2,480,436	2,289,939		-8%	(190,497)
8434	Basic Aid "Fair Share"	0	(472,905)		-100%	(472,905)
8560	State Lottery Revenue	452,056	452,056		0%	0
8560	Prop 20 Lottery	82,192	82,192		0%	0
8590	Spec Ed - IDEA lov incidence ent	225	0		-100%	(225)
8590	Eng Lang Acq Program - Tchr Stdt	7,100	6,603		-7%	(497)
8590	Special Ed	10,124	10,124		0%	0
8590	Spec Ed - IDEA lov incidence ent	776	0		-100%	(776)
8590	Spec Ed - Personnel Staff Dev	1,294	1,294		0%	0
8590	TUPE Elem ent	5,896	0		-100%	(5,896)
8590	Arts and Music Block Grant	59,511	55,649		-6%	(3,862)
8590	Intructional School Gardens	15,750	0		-100%	(15,750)
8590	IMFRP/Inst Mat Reallign	239,791	223,078		-7%	(16,713)
8590	Peer Assistance and Review	21,538	20,037		-7%	(1,501)
8590	Staff Dev Admin Training	6,000	0		-100%	(6,000)
8590	Pupil Retention Block Grant	24,207	22,520		-7%	(1,687)
8590	Prof Dev Block Grant	168,597	156,846		-7%	(11,751)
8590	School and Library Improv Block Gra	288,893	268,758		-7%	(20,135)
Total Other State Revenue		**$ 4,091,197**	**$ 3,328,129**	**$ -**	**-19%**	**$ (763,068)**

Other Local Revenue								
8650		Leases and Rentals	$ 131,497	$ -			-100%	(131,497)
8660		Interest	$ 229,243	229,243			0%	0
8660	005	Interest P/Y Trans	17,030	17,030			0%	0
8660	006	Interest Current Trans	163,036	163,036			0%	0
8699		All other Local Revenue	2,266	0			-100%	(2,266)
8699	003	Extra Staff - Heights	90,000	0			-100%	(90,000)
8699	004	Extra Staff - Hills	86,000	0			-100%	(86,000)
8699	005	Extra Staff - CDM	49,000	0			-100%	(49,000)
8699	006	Extra Staff - AF	68,000	0			-100%	(68,000)
8699	007	Extra Staff - Torrey	34,228	0			-100%	(34,228)
8699	009	Extra Staff - Sycamore	15,532	0			-100%	(15,532)
8699	010	Extra Staff - Ocean Air	30,735	0			-100%	(30,735)
8699	030	Foundation Enrichment	0	0			0%	0
8699	032	DMSEF - CDM	0	0			0%	0
8699	033	DMSEF - HEIGHTS	0	0			0%	0
8699	034	DMSEF - HILLS	0	0			0%	0
8699	036	DMSEF - AF	0	0			0%	0
8699	037	DMSEF - TORREY HILLS	0	0			0%	0
8699	038	DMSEF - SAGE	0	0			0%	0
8699	039	DMSEF - SYCAMORE	0	0			0%	0
8699	045	Field Use Revenue	28,000	20,000			-29%	(8,000)
8699	046	Facility Use Revenue	3,600	5,800			61%	2,200
8699	120	Ocean Air Fundraising	26,935	0			-100%	(26,935)
8699	320	Heights Fundraising	15,624	0			-100%	(15,624)
8699	420	Hills Fundraising	35,842	0			-100%	(35,842)
8699	520	CDM Fundraising	35,274	0			-100%	(35,274)
8699	620	Ashley Falls Fundraising	39,977	0			-100%	(39,977)
8699	720	Torrey Fundraising	17,060	0			-100%	(17,060)
8699	755	6th Grade Camp	146,615	146,615			0%	0
8699	772	Reimb for CFD Facility Salary	71,118	71,118			0%	0
8699	820	Sage Canyon Fundraising	41,130	0			-100%	(41,130)
8699	920	Sycamore Fundraising	25,133	0			-100%	(25,133)
8699	015	Preschool w/Solana Beach	22,046	22,046			0%	0
8783		All Transfers from JPA	255,946	0		0	-100%	(255,946)
8792		Special Ed transfer from NCSSE	1,242,752	1,124,288			-10%	(118,464)
8792		Special Ed Reimb Reg Prog	158,526	158,526			0%	0
Total Other Local Revenues			**$ 3,082,145**	**$ 1,957,702**	**$**	**-**	-36%	**$ (1,124,443)**
Total Revenues			**$ 37,223,029**	**$ 36,747,245**	**$**	**-**	-1%	**$ (475,784)**

Del Mar Union School District
Budget Revenue and Expenditure Projections 08/09
Assumptions
Enterprise Fund (Childcare)

	2007-08 Projected Actuals	2008-09 Estimated Budget (January Proposed)	2008-09 Estimated Budget (May Revise)	Percentage Change	Dollar Change
Revenues					
Revenue Limit Sources	$ -	$ -	$ -	0%	$ -
Federal Revenue	0	0	0	0%	0
Other State Revenue	0	0	0	0%	0
Other Local Revenue	2,579,672	2,608,000	0	1%	28,328
Total Revenues	**$ 2,579,672**	**$ 2,608,000**	**$ -**	**1%**	**$ 28,328**
Expenditures					
Certificated Salaries	$ 65,396	$ 63,479	$ -	-3%	$ (1,917)
Classified Salaries	1,647,936	1,666,035	0	1%	18,099
Employee Benefits	333,154	339,342	0	2%	6,188
Books and Supplies	231,237	205,027	0	-11%	(26,210)
Services and Other Operating	172,921	68,470	0	-60%	(104,451)
Capital Outlay	0	0	0	0%	0
Other Outgo	0	0	0	0%	0
Transfers of Indirect/Direct Support	0	0	0	0%	0
Total Expenditures	**$ 2,450,644**	**$ 2,342,353**	**$ -**	**-4%**	**$ (108,291)**
Excess (Deficiency) Revenues and Expenditures	**$ 129,028**	**$ 265,647**	**$ -**	**106%**	**$ 136,619**
Estimated Beginning Fund Balance	**$ 1,046,413**	**$ 1,175,441**			
Estimated Ending Fund Balance	**$ 1,175,441**	**$ 1,441,088**			

* Ending Fund Balance is made up of components that dictate what the balance may be used for
These components are not addressed on this spreadsheet

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Service

Subject: Infinite Campus - Student Information System Update

At the February 27, 2008 regular Board meeting, a discussion was held on the District's current status related to the Infinite Campus Student Information System. Relative to that discussion, it was noted that the San Diego County Office of Education would be hosting demonstrations to select a new vendor to replace Infinite Campus. The demonstrations have taken place and below are the results.

Initially four vendors were invited to present their software package in a one-day evaluation format. The four vendors selected included: C-Innovations (Zangle), Eagle Software (Aeries), EdupointEducational Systems (GeneSIS), and SungardPentamation (eSCHOOLPLUS+). Zangle and Aeries were eliminated during the first round due to the configuration of their systems.

During the two-day review, the vendors had the opportunity to demonstrate their ability to accurately report California attendance and complete California State Reporting. After four days of reviews, it was made quite clear that GeneSIS was the most flexible, extendable, advanced, and easy to use system. EdupointEducational Systems (GeneSIS) developed a technology called "Revelation Technology", which is the next generation of web-based rapid application development tools that extends the base web application support within Microsoft .NET.

At this time, the County is offering EdupointEducational Systems the opportunity to provide a small-scale implementation for approximately two districts. The two piloting districts will use the system for one year to determine if the system will meet the needs of the consortium. At this point it appears that the Del Mar Union School District will be one of the two pilot districts. The opportunity to be one of the

piloting districts will allow a transition directly from Infinite Campus to GeneSIS. Districts who will not be part of the system pilot will have to revert back to the counties in-house system for at least one year before implementing GeneSIS.

FISCAL IMPACT:	Revenue:	N/A
	Expenditure:	At this time the expenditure budget in 08-09 for the student information system fees remains the same as Infinite Campus.
	Fund Balance:	N/A

RECOMMENDED: For information only. No action required.

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Janet Bernard, Interim Superintendent

Subject: Board Approval, 2008 Tax and Revenue Anticipation Note Program, Resolution No. 2008-10

Background: The attached Resolution No. 2008-10 authorizes the borrowing of funds for Fiscal Year 2008-2009 and the issuance and sale of a 2008 Tax and Revenue Anticipation Note ("TRANs") in an amount not to exceed $5,000,000. The maturity of the 2008 TRANs will not exceed 13 months from the date of delivery of the note. The TRANs will be issued through a pooled financing program of School Districts located in San Diego County. The pooled program is organized by the San Diego County Office of Education and the County of San Diego.

Purpose: The purpose of the temporary borrowing is to increase available cash balances, which provide operating funds to cover cash shortfalls during payroll. Cash shortfalls arise typically during the month of October and November due to the timing of cash receipts from property taxes, which are received in mid-December.

Discussion: There are advantages of participating in the TRANs program rather than in individual financing. The costs are shared by other participating school districts in the County. Standardized documentation and credit criteria streamline the issuance process.

The attached resolution authorizes the issuance by the District of tax and revenue anticipation notes (TRANs) in an amount not-to-exceed $5,000,000. The resolution also authorizes various financing documentation, including a Purchase Agreement, Trust Agreement and a Preliminary Official Statement, which are on file in the Del Mar Union School District office. The resolution authorizes Interim Superintendent, Janet Bernard, Assistant Superintendent Business Services, Dena

Whittington and Business Services Specialist, Cathy Birks, to sign financing documentation in connection with the issuance of the TRANs. The Resolution also appoints the law firm of Orrick, Herrington & Sutcliffe LLP as Bond Counsel, Best Best & Kreiger LLP as District Counsel, KNN Public Finance as the Financial Advisor for the Series and the Program, and the Trustee as Wells Fargo Bank.

FISCAL IMPACT:	Revenue:	Interest earned on funds will be posted in the Unrestricted General Fund as local revenue
	Expenditure:	Interest expense will be posted in the Unrestricted General Fund as a financing cost.
	Fund Balance:	General Fund will either increase or decrease based upon borrowing at a tax-exempt interest rate and investing unspent proceeds at a taxable rate.

RECOMMENDED: The Interim Superintendent recommends the Board of Trustees approves Resolution No. 2008-10 authorizing the issuance of tax and revenue anticipation notes for the Fiscal Year 2008-09 in order to make payroll obligations in October and November.

RESOLUTION NO. 2008-10

RESOLUTION OF DEL MAR UNION SCHOOL DISTRICT AUTHORIZING THE BORROWING OF FUNDS FOR FISCAL YEAR 2008-2009 AND THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF 2008 TAX AND REVENUE ANTICIPATION NOTES THEREFOR IN AN AMOUNT NOT TO EXCEED $5,000,000 AND PARTICIPATION IN THE SAN DIEGO COUNTY AND SCHOOL DISTRICT TAX AND REVENUE ANTICIPATION NOTE PROGRAM AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO ISSUE AND SELL SAID NOTES

WHEREAS, school districts and the County of San Diego (the "County") are authorized by Sections 53850 to 53858, both inclusive, of the Government Code of the State of California (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes;

WHEREAS, the Board of Trustees (the "Board") has determined that the sum not to exceed $5,000,000 (the "Principal Amount") is needed for the requirements of the Del Mar Union School District (the "District"), a political subdivision situated in the County, for any of the purposes of the District, as authorized by the Act, and that it is necessary that said Principal Amount be borrowed for such purpose at this time by the issuance of one or more series of notes therefor in anticipation of the receipt of taxes, income, revenue, cash receipts and other moneys to be received or held by the District attributable to its fiscal year ending June 30, 2009 (the "Repayment Fiscal Year");

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance of one or more series of its 2008 Tax and Revenue Anticipation Notes (the "Notes");

WHEREAS, to the extent required by law, the District requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Notes;

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys of the District attributable to the Repayment Fiscal Year, and available for the payment of the principal of the Notes and the interest thereon which, at the time of receipt are not restricted to other purposes, except to the extent such other purposes have been funded from Note proceeds (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof);

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax and revenue anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue, cash receipts or other moneys for the Repayment Fiscal Year;

WHEREAS, the District desires to authorize the issuance of the Notes in two series, with an initial issuance of a first series of notes (the "Series A Note") in the month of July, 2008 and an authorization to issue and sell a second series of notes (the "Series B Note") prior to January 1, 2009;

WHEREAS, pursuant to Section 53856 of the Act, certain moneys which will be received by the District during and attributable to the Repayment Fiscal Year can be pledged for the payment of the principal of the Notes and the interest thereon (as hereinafter provided);

WHEREAS, the District has determined that it is in the best interests of the District to participate in the San Diego County and School District Tax and Revenue Anticipation Note Program (the "Program"), whereby participating school districts and the County (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes;

WHEREAS, the District desires to have its Series A Note marketed together with some or all of the notes issued by other school districts and the County participating in the Program; and, in the event that a comparable Program exists at the time District issues its Series B Note, to participate in such Program upon the determination by a District Officer at that time that participation in such Program is in the best financial interests of the District;

WHEREAS, KNN Public Finance, as financial advisor to the participating school districts (the "Financial Advisor"), together with the underwriter appointed in Section 21 hereof (the "Underwriter"), will structure one or more pools of notes or series of note participations (referred to herein as the "Note Participations," the "Series" and/or the "Series of Note Participations") distinguished by (i) whether and what type(s) of Credit Instrument (as hereinafter defined) secures Note Participations comprising each Series and (ii) possibly other features, all of which the District hereby authorizes the Financial Advisor to determine;

WHEREAS, the Program requires the Issuers participating in any particular Series to deposit their tax and revenue anticipation notes with a trustee, pursuant to a trust agreement (the "Trust Agreement") between such Issuers and the banking institution named therein as trustee (the "Trustee");

WHEREAS, the Trust Agreement provides, among other things, that for the benefit of owners of Note Participations, that the District shall provide notices of the occurrence of certain enumerated events, if deemed by the Districts to be material;

WHEREAS, the Program requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Note Participations evidencing and representing proportionate, undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series;

WHEREAS, the District desires to have the Trustee execute and deliver (i) a Series of Note Participations which evidence and represent interests of the owners thereof in the Series A Note and the notes issued by other Issuers in such Series; and (ii) a Series of Note Participations which evidence and represent interests of the owners thereof in the Series B Note and such notes as may be issued by other participating Issuers, if the District Officer determines

at the time of issuance of the Series B Note that participation in such Program is in the best financial interests of the District;

WHEREAS, as additional security for the owners of the Note Participations, all or a portion of the payments by all of the Issuers of their respective notes may or may not be secured either by an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments) (collectively, the "Credit Instrument") issued by the credit provider or credit providers designated in the Trust Agreement, as finally executed (collectively, the "Credit Provider"), which may be issued pursuant to a credit agreement or agreements or commitment letter or letters designated in the Trust Agreement (collectively, the "Credit Agreement") between the Issuers and the respective Credit Provider;

WHEREAS, the net proceeds of the Notes may be invested under an investment agreement with an investment provider to be determined on behalf of the Issuers by the County Officer, as hereinafter defined, in the Pricing Confirmation set forth in Exhibit A to the Purchase Agreement hereinafter defined;

WHEREAS, the Program requires that each participating Issuer approve the Trust Agreement and the alternative Credit Instruments, if any, in substantially the forms presented to the Board, or, in the case of the Credit Instruments, if any, if not presented, in a form which complies with such requirements and standards as may be determined by the Board, with the final form and type of Credit Instrument and corresponding Credit Agreement, if any, determined upon execution by the County Officer, as hereinafter defined, of the Pricing Confirmation;

WHEREAS, pursuant to the Program each participating Issuer will be responsible for its share of (a) the fees of the Trustee and the costs of issuing the applicable Series of Note Participations, and (b), if applicable, the fees of the Credit Provider, the Issuer's allocable share of all Predefault Obligations and the Issuer's Reimbursement Obligations, if any (each as defined in the Trust Agreement);

WHEREAS, pursuant to the Program, the Series A Note and the notes issued by other Issuers participating in the same Series (all as evidenced and represented by a Series of Note Participations) will be offered for sale through negotiation with the Underwriter pursuant to the terms and provisions of a purchase agreement, which shall be in substantially the same form as the purchase agreement presented to this meeting (the "Purchase Agreement"); and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program;

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Authorization of Issuance. This Board hereby determines to borrow, and, to the extent required by the Act, requests the Board of Supervisors of the County to borrow

on behalf of the District, solely for the purpose of anticipating taxes, income, revenue, cash receipts and other moneys to be received or held by the District attributable to the Repayment Fiscal Year, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, of two series of the Notes in a combined amount not to exceed the Principal Amount under Sections 53850 *et seq.* of the Act, designated the District's "2008 Tax and Revenue Anticipation Note, Series A" and the District's "2008 Tax and Revenue Anticipation Note, Series B," to be issued in the form of fully registered notes, to be dated the date of delivery to the respective initial purchaser thereof, to mature not more than 13 months after each such delivery date on a date indicated on the face thereof and determined in the related Pricing Confirmation (as it pertains to each series, the "Maturity Date"), and to bear interest, payable on the respective Maturity Date, and, if such Maturity Date is more than 12 months from the date of issuance, the interim interest payment date set forth in the related Pricing Confirmation, and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed 12% per annum, as determined at the time of the sale of the respective Note (as it pertains to each series, the "Note Rate").

If the respective Note as evidenced and represented by the Series of Note Participations is secured in whole or in part by a Credit Instrument and is not paid at maturity or is paid (in whole or in part) by a draw under or claim upon a Credit Instrument which draw or claim is not fully reimbursed on such date, it shall become a Defaulted Note (as defined in the Trust Agreement), and the unpaid portion thereof (or the portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw or claim has not been fully made) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Trust Agreement). If the respective Note as evidenced and represented by the Series of Note Participations is unsecured in whole or in part and is not fully paid at maturity, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate. In each case set forth in the preceding two sentences, the obligation of the District with respect to such Defaulted Note or unpaid Note shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of any available revenues attributable to the Repayment Fiscal Year, as provided in Section 8 hereof. The percentage of the respective Note as evidenced and represented by the Series of Note Participations to which a Credit Instrument, if any, applies (the "Secured Percentage") shall be equal to the amount of the Credit Instrument divided by the aggregate amount of unpaid principal of and interest on notes (or portions thereof) of all Issuers of notes comprising such Series of Note Participations, expressed as a percentage (but not greater than 100%) as of the maturity date. Both the principal of and interest on the Notes shall be payable in lawful money of the United States of America.

The Series A Note shall be issued in conjunction with the note or notes of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act; and likewise, the Series B Note shall be issued in conjunction with the note or notes of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act, upon the determination of the District Officer at the time of issuance of the Series B Note that participation in such Program is in the best financial interests of the District.

Notwithstanding the foregoing, the issuance of the Series B Note shall be subject to the following conditions:

(1) Receipt of confirmation from Moody's Investors Service and Standard & Poor's (each an "Agency") (if such respective rating agency rated the Series A Note) that the issuance of the Series B Note will not cause a reduction or withdrawal in such Agency's rating on the Series A Note; and

(2) Receipt of an opinion of Bond Counsel to the effect that the interest on the Series B Note is excludable from gross income for federal income tax purposes.

Section 3. Form of Notes. The Notes shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, as attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures to be inserted or determined at closing.

Section 4. Sale of Notes; Delegation. The Series A Note as evidenced and represented by the Note Participations shall be sold to the Underwriter appointed in Section 21 pursuant to the terms and provisions of the Purchase Agreement. The form of the Purchase Agreement, including the form of the Pricing Confirmation set forth as Exhibit A thereto, presented to this meeting is hereby approved. The Chief Financial Officer, or in the absence of such officer, his or her assistant, the County Treasurer-Tax Collector, or, in the absence of such officer, his or her assistant and the Debt Finance Manager (each a "County Officer") are each hereby individually authorized and directed to execute and deliver the Purchase Agreement by executing and delivering the Pricing Confirmation, each in substantially said form, with such changes thereto as such County Officer executing the same shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; *provided, however*, that the Series A Note Rate shall not exceed 12% per annum, and that the District's *pro rata* share of Underwriter's discount on the Series A Note, when added to the District's share of the costs of issuance of the Note Participations, shall not exceed 1.0% of the amount of the Series A Note. Delivery of an executed copy of the Pricing Confirmation by fax or telecopy shall be deemed effective execution and delivery for all purposes.

The Series B Note shall be sold to the Underwriter pursuant to the terms and provisions of a purchase agreement substantially similar in scope and content to the Purchase Agreement (the Series B Purchase Agreement"), as part of the Program or separately, upon determination and written direction of the District Officer. The County Officer is hereby authorized and directed to execute and deliver the Series B Purchase Agreement with such changes as such County Officer shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; *provided, however*, that the Series B Note Rate shall not exceed 12% per annum, and that the Underwriter's discount on the Series B Note, when added to other costs of issuance of the District, shall not exceed 1.0% of the amount of the Series B Note.

Section 5. Program Approval. The Series A Note shall be combined with notes of other Issuers into a Series as set forth in the Preliminary Official Statement, hereinafter mentioned, and shall be sold simultaneously with such other notes of that Series supported by the Credit Instrument (if any) referred to in the Pricing Confirmation, and shall be evidenced and

represented by the Note Participations which shall evidence and represent proportionate, undivided interests in the Series A Note in the proportion that the face amount of the Series A Note bears to the total aggregate face amount of the Series A Note and the notes issued by other Issuers which the Series of Note Participations represent. Such Note Participations may be delivered in book-entry form.

The forms of Trust Agreement and alternative general types and forms of Credit Agreements, if any, presented to this meeting are hereby approved, and the President or Chairperson of the Board of the District, the Superintendent, the Assistant Superintendent for Business, the Business Manager or Chief Financial Officer of the District, as the case may be, or, in the absence of any such officer, his or her assistant (each a "District Officer") is hereby authorized and directed to execute and deliver the Trust Agreement and a Credit Agreement, if applicable, which shall be identified in the Pricing Confirmation, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to the District Officer following execution by the County Officer of the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement and the Credit Agreement, if any. A description of this undertaking is set forth in the Preliminary Official Statement and will also be set forth in the Final Official Statement. The District Officer is hereby authorized and directed to comply with and carry out all of the provisions of the Trust Agreement with respect to continuing disclosure; *provided however*, that failure of the District to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default hereunder. Any Credit Agreement identified in the Pricing Confirmation but not at this time before the Board shall include reasonable and customary terms and provisions relating to fees, increased costs of the Credit Provider payable by the District, negative and affirmation covenants of the District and events of default. The form of the Preliminary Official Statement presented to this meeting is hereby approved, and the Financial Advisor and the Underwriter are hereby authorized and directed to cause to be mailed to prospective bidders the Preliminary Official Statement in connection with the offering and sale of the Note Participations.

The District Officer is hereby authorized and directed to provide the Financial Advisor and the Underwriter with such information relating to the District as they shall reasonably request for inclusion in the Preliminary Official Statement. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement is, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the "Rule"), hereby deemed final within the meaning of the Rule; *provided* that no representation is made as to the information contained in the Preliminary Official Statement relating to the other Issuers or any Credit Provider. If, at any time prior to the execution of the Pricing Confirmation, any event occurs as a result of which the information contained in the Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Financial Advisor and the Underwriter.

The Trustee is authorized and directed to execute Note Participations on behalf of the District pursuant to the terms and conditions set forth in the Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and

otherwise containing the provisions set forth in the form of the Note Participations contained in the Trust Agreement. When so executed, the Note Participations shall be delivered by the Trustee to the purchaser upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement.

Subject to Section 8 hereof, the District hereby agrees that if its Note as evidenced and represented by the Series of Note Participations shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which no reimbursement on a draw or claim has been made shall be deemed outstanding and shall not be deemed to be paid until (i) the Credit Provider providing a Credit Instrument with respect to the Series of Note Participations, and therefore, if applicable, all or a portion of the District's Note, if any, has been reimbursed for any drawings or payments made under the Credit Instrument with respect to the Note, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and, (ii) the holders of the Series of the Note Participations which evidence and represent the Note are paid the full principal amount represented by the unsecured portion of the Note plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the Series of Note Participations will be deemed to have received such principal amount upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under the Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if the District's Note as evidenced and represented by the Series of Note Participations is secured in whole or in part by a Credit Instrument, any Predefault Obligations and Reimbursement Obligations (to the extent not payable under the Note), (i) arising out of an "Event of Default" hereunder (or pursuant to Section 8 hereof) or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the principal amount of its Note over the aggregate principal amounts of all notes, including the Note, of the Series of which the Note is a part, at the time of original issuance of such Series. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

Section 6. No Joint Obligation; Owners' Rights. The Series A Note shall be marketed and sold simultaneously with the notes of other Issuers and shall be aggregated and combined with notes of other Issuers participating in the Program into a Series of Note Participations evidencing and representing an interest in several, and not joint, obligations of each Issuer. The obligation of the District to Owners is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Series A Note, and the Series A Note as evidenced and represented by such Series of Note Participations.

Owners of Note Participations, to the extent of their interest in the Series A Note, shall be treated as owners of the Series A Note and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and the Series A Note. The District hereby recognizes the right of the Owners acting directly or

through the Trustee to enforce the obligations and covenants contained in the Series A Note, this Resolution and the Trust Agreement. The District shall be directly obligated to each Owner for the principal and interest payments on the Series A Note evidenced and represented by the Note Participations without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

The provisions of this Section 6 apply equally to the Series B Note, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Series B Note that participation in a similar Program to pool the Series B Note with the notes of other issuers is in the best financial interests of the District.

Section 7. Disposition of Proceeds of Notes. The moneys received from the sale of the Series A Note allocable to the District's share of the costs of issuance (which shall include any issuance fees in connection with a Credit Instrument applicable to the Series A Note, if any) shall be deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement and expended on costs of issuance as provided in the Trust Agreement. The moneys received from the sale of the Series A Note (net of the District's share of the costs of issuance) shall be deposited in the District's Proceeds Subaccount within the Proceeds Fund hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to expend funds upon requisition from the Proceeds Subaccount as specified in the Trust Agreement. Amounts in the Proceeds Subaccount are hereby pledged to the payment of the Series A Note.

The Trustee will not create subaccounts within the Proceeds Fund, but will keep records to account separately for proceeds of the Note Participations allocable to the District's Series A Note on deposit in the Proceeds Fund which shall constitute the District's Proceeds Subaccount.

The provisions of this Section 7 apply equally to the Series B Note, as if referred to herein, in the event that the District Officer determines at the time of issuance of the Series B Note that participation in a similar Program to pool the Series B Note with the notes of other issuers is in the best financial interests of the District.

If the District Officer does not elect to participate in a Program to pool the Series B Note with notes of other issuers, then proceeds of the sale of the Series B Note, shall be deposited in a separate fund of the District hereby designated the "Series B 2008 Tax and Revenue Anticipation Note Proceeds Fund" (herein called the "Series B Proceeds Fund") which account shall be established with the County Treasurer-Tax Collector at the time of issuance of the Series B Note.

All moneys in the Series B Proceeds Fund shall be invested in the County of San Diego Investment Pool or, at the written direction of the District, in investments permitted and authorized for such funds, and the proceeds of such investments shall be retained in the Series B Proceeds Fund. Amounts in the Series B Proceeds Fund may be withdrawn and expended by the District for any purpose for which the District is authorized to expend funds from the General Fund of the District.

Section 8. Source of Payment. The Principal Amount of the Notes, together with the interest thereon, shall be payable from taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which are received or held by the District and are attributable to the Repayment Fiscal Year and which are available for payment thereof. As security for the payment of the principal of and interest on the Notes and the amount, if any owed the Credit Provider, the District hereby pledges certain Unrestricted Revenues (as hereinafter provided, the "Pledged Revenues") which are received or held by the District and are attributable to the Repayment Fiscal Year, and the principal of the Notes and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the first moneys received by the District from such Pledged Revenues, and, to the extent not so paid, shall be paid from any other taxes, income, revenue, cash receipts and other moneys of the District lawfully available therefor (all as provided for in Sections 53856 and 53857 of the Act). The term "Unrestricted Revenues" shall mean all taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys, which are generally available for the payment of current expenses and other obligations of the District. The Noteholders, Owners and Credit Provider shall have a first lien and charge on such Unrestricted Revenues as herein provided which are received or held by the District and are attributable to the Repayment Fiscal Year. Notwithstanding the foregoing, the terms "Unrestricted Revenue" and "Pledged Revenues" shall exclude moneys which, when received by the District, will be encumbered for a special purpose unless an equivalent amount of the proceeds of the Notes is set aside and used for said special purpose; and provided further, the terms "Unrestricted Revenues" and "Pledged Revenues" shall exclude any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof.

In order to effect the pledge referred to in the preceding paragraph, the District agrees to the establishment and maintenance of the Payment Account as a special fund of the District (the "Payment Account") by the Trustee as the responsible agent to maintain such fund until the payment of the principal of the Notes and the interest thereon, and the District agrees to cause to be deposited (and shall request specific amounts from the District's funds on deposit with the County Treasurer-Tax Collector for such purpose) directly therein on the dates specified in the related Pricing Confirmation for each series of the Notes as sequentially numbered Repayment Dates (each individual date a "Repayment Date" and collectively "Repayment Dates") (and any amounts received thereafter attributable to the Repayment Fiscal Year) until the amount on deposit in such fund, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date, is equal on the respective Repayment Dates identified in the Pricing Confirmation to the percentages of the principal of the Notes and interest due on the Notes, as specified in the related Pricing Confirmation.

The District Officer is hereby authorized to approve the determination of the Repayment Dates and percentages of the principal and interest due on the Notes at maturity required to be on deposit in the Payment Account on each Repayment Date, all as specified in the related Pricing Confirmation. The execution and delivery of the Pricing Confirmation by the County Officer shall be conclusive evidence of approval by this Board and such District Officer; *provided, however*, that the maximum number of Repayment Dates for each Note shall be six and the amount of Pledged Revenues required to be deposited on any one Repayment Date shall not exceed 80% of the principal and interest due on the Notes at maturity. In the event that on each such Repayment Date, the District has not received sufficient Unrestricted Revenues to

permit the deposit into the Payment Account of the full amount of Pledged Revenues to be deposited in the Payment Account from said Unrestricted Revenues, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available; and in connection therewith, the District authorizes the County Treasurer-Tax Collector to transfer any District funds then held or later received by the County Treasurer-Tax Collector, to the Trustee for deposit into the District's Payment Account to make up any such deficiency.

Any moneys placed in the Payment Account shall be for the benefit of the owner of the Notes and (to the extent provided in the Trust Agreement) the Credit Provider. The moneys in the Payment Account shall be applied only for the purposes for which the Payment Account is created until the principal of the Notes and all interest thereon are paid or until provision has been made for the payment of the principal of the Notes at maturity with interest to maturity and, if applicable, the payment of all Predefault Obligations and Reimbursement Obligations owing to the Credit Provider.

The moneys in the Payment Account shall be used by the Trustee, to the extent necessary, to pay the principal of and interest on the Notes, or, if applicable, to reimburse the Credit Provider for payments made under or pursuant to the Credit Instrument. In the event that moneys in the Payment Account are insufficient to pay the principal of and interest on the Notes in full, such moneys shall be applied in accordance with the priority set forth in the Trust Agreement. Any moneys remaining in or accruing to the Payment Account after the principal of the Notes and the interest thereon and any Predefault Obligations and Reimbursement Obligations, if applicable, have been paid, or provision for such payment has been made, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement. Nothing herein shall be deemed to relieve the District from its obligation to pay its Notes in full on the Maturity Date.

Moneys in the Proceeds Subaccount and the Payment Account shall be invested by the Trustee pursuant to the Trust Agreement in investment agreement(s) and/or other Permitted Investments as described in and under the terms of the Trust Agreement and as designated in the Pricing Confirmation. In the event the County Officer designates an investment agreement or investment agreements as the investments in the related Pricing Confirmation, the District hereby directs the Trustee to invest such funds pursuant to the investment agreement or investment agreements (which shall be with a provider rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the Note Participations and acceptable to the Credit Provider, if any, and the particulars of which pertaining to interest rate and investment provider will be set forth in the Pricing Confirmation) and authorizes the Trustee to enter into such investment agreement on behalf of the District. The District's funds shall be accounted for separately and the obligation of the provider of the Investment Agreement with respect to the District under the Investment Agreement shall be severable. Any such investment by the Trustee shall be for the account and risk of the District and the District shall not be deemed to be relieved of any of its obligations with respect to the Note, the Predefault Obligations or Reimbursement Obligations, if any, by reason of such investment of the moneys in its Proceeds Subaccount and Payment Account.

The District shall promptly file with the Trustee and the Credit Provider, if any, such financial reports at the times and in the forms required by the Trust Agreement.

Section 9. Execution of Notes. The County Officer shall be authorized to execute the Notes by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign the Notes by manual or facsimile signature and to affix the seal of the County to the Notes either manually or by facsimile impression thereof. Said officers of the County are hereby authorized to cause the blank spaces of the Notes to be filled in as may be appropriate pursuant to the related Pricing Confirmation. In case any officer whose signature shall appear on any Note shall cease to be such officer before the delivery of such Note, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

Section 10. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt the Resolution and enter into and perform its obligations under the Purchase Agreement and (ii) authorize the County to issue the Notes on its behalf.

(B) (i) Upon the issuance of the Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Notes and the performance of its obligations thereunder and (ii) the District has full legal right, power and authority to request the County to issue and deliver the Notes on behalf of the District and to perform its obligations as provided herein and therein.

(C) The issuance of the Notes, the adoption of the Resolution and the execution and delivery of the Purchase Agreement, Trust Agreement and Credit Agreement, if any, and compliance with the provisions hereof and thereof will not conflict with or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of the Notes or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of the Notes.

(E) The District has (or will have prior to the issuance of the Notes) duly, regularly and properly adopted a preliminary budget for the Repayment Fiscal Year setting forth expected revenues and expenditures and has complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its final budget for the Repayment Fiscal Year, (ii) provide to the Credit Provider, if any, the Financial Advisor and the Underwriter, if any, promptly upon adoption, copies of such final budget and of any subsequent revisions,

modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The sum of the principal amount of the District's Notes plus the interest payable thereon, on the date of its issuance, will not exceed fifty percent (50%) of the estimated amounts of the District's uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys to be received by the District for the general fund of the District attributable to the Repayment Fiscal Year all of which will be legally available to pay principal of and interest on the Notes (exclusive of any moneys required to be used to repay a treasurer's loan as described in Section 17 hereof).

(G) The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the last five fiscal years for which information is available, and the District, as of the date of adoption of this Resolution and on the date of issuance of the Notes, reasonably expects the County to collect at least eighty-five percent (85%) of such amount for the Repayment Fiscal Year.

(H) The District (i) is not currently in default on any debt obligation and (ii) to the best knowledge of the District, has never defaulted on any debt obligation.

(I) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed in the Preliminary Official Statement, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and the Notes. The District agrees to furnish to the Financial Advisor, the Underwriter, the Trustee and the Credit Provider, if any, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(J) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with the Notes, the Purchase Agreement, the Trust Agreement, the Credit Agreement, if any, or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, the Notes, the Purchase Agreement, the Trust Agreement, the Credit Agreement, if any, or this Resolution.

(K) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consent of the Credit Provider, if any, or

(ii) in any way that would materially adversely affect the interests of the Note holders or Note Participation Owners.

(L) Upon issuance of the Notes, the Notes and this Resolution will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against public entities, as applicable, in the State of California.

(M) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Notes.

(N) The District shall not incur any indebtedness secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(O) So long as the Credit Provider is not in default under the Credit Instrument, the District hereby agrees to pay its *pro rata* share of all Predefault Obligations and all Reimbursement Obligations attributable to the District in accordance with provisions of the applicable Credit Agreement, if any, and/or Trust Agreement, as applicable. The District shall pay such amounts promptly upon receipt of notice from the Credit Provider that such amounts are due to it by instructing the Trustee to pay such amounts to the Credit Provider on the District's behalf by remitting to the Credit Provider moneys held by the Trustee for the District and then available for such purpose under the Trust Agreement. If such moneys held by the Trustee are insufficient to pay the District's *pro rata* share of such Predefault Obligations and all Reimbursement Obligations attributable to the District (if any), the District shall pay the amount of the deficiency to the Trustee for remittance to the Credit Provider.

(P) As of the date of adoption of this Resolution, the District does not have a negative or qualified certification applicable to Fiscal Year 2007-2008 within the meaning of Section 42133 of the Education Code of the State of California. The District covenants that it will deliver a written notice to the Financial Advisor, the Underwriter, the Credit Provider, if any, and Bond Counsel if it receives a qualified or negative certification applicable to the Repayment Fiscal Year prior to the issuance of the Notes.

(Q) The District funded its Reserve for Economic Uncertainties for Fiscal Year 2007-2008 in at least the minimum amount recommended, and will fund its Reserve for Economic Uncertainties for Fiscal Year 2008-2009 in at least the minimum amount recommended by the State Superintendent of Public Instruction.

(R) The District will maintain a positive general fund balance in the Repayment Fiscal Year.

Section 11. Tax Covenants. The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on the Notes under Section 103 of the Internal Revenue Code of 1986 (the "Code"). Without limiting the generality of the foregoing, the District will not make any use of the proceeds of the Notes or any other funds of the District which would cause the Notes to be "arbitrage bonds" within the meaning of Section 148 of the Code, a "private activity bond" within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is "federally guaranteed" as provided in Section 149(b) of the Code. The District, with respect to the proceeds of the Notes, will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

The District hereby (i) represents that the aggregate face amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and to be issued by the District during calendar year 2008, including the Notes, is not reasonably expected to exceed $5,000,000, *provided* that such amount shall be increased by the lesser of $10,000,000 or the aggregate face amount of such tax-exempt obligations as are attributable to financing capital expenditures for public school facilities, **or in the alternative,** (ii) covenants that the District will take all legally permissible steps necessary to ensure that all of the gross proceeds of the Notes will be expended no later than the day that is six months after the respective dates of issuance of the Notes so as to satisfy the requirements of Section 148(f)(4)(B) of the Code.

Notwithstanding any other provision of this Resolution to the contrary, upon the District's failure to observe, or refusal to comply with, the covenants contained in this Section 11, no one other than the holders or former holders of the Notes, the Owners or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District's failure to observe, or refusal to comply with, such covenants.

The covenants contained in this Section 11 shall survive the payment of the Notes.

Section 12. Events of Default and Remedies.

If any of the following events occur, it is hereby defined as and declared to be and to constitute an "Event of Default":

(a) Failure by the District to make or cause to be made the deposits to the Payment Account or any other payment required to be paid hereunder on or before the date on which such deposit or other payment is due and payable;

(b) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee or

the Credit Provider, if applicable, unless the Trustee and the Credit Provider shall agree in writing to an extension of such time prior to its expiration;

(c) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Purchase Agreement (including the Pricing Confirmation) or in any instrument furnished in compliance with or in reference to this Resolution or the Purchase Agreement or in connection with the Notes, is false or misleading in any material respect;

(d) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners' interests;

(e) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(f) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a receiver, liquidation or trustee) of the District or any of its property is appointed by court order or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Owners' interests;

(g) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Notes.

Whenever any Event of Default referred to in this Section 12 shall have happened and be continuing, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(a) Without declaring the Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the Payment Account of the District, an amount equal to the principal of the Notes and interest thereon to maturity, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(b) Take whatever other action at law or in equity (except for acceleration of payment on the Notes) which may appear necessary or desirable to

collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Notwithstanding the foregoing, if the District's Note is secured in whole or in part by a Credit Instrument, as long as the Credit Provider has not failed to comply with its payment obligations under the Credit Instrument, the Credit Provider shall have the right to direct the remedies upon any Event of Default hereunder so long as such action will not materially adversely affect the rights of any Owner, and the Credit Provider's prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder, except that nothing contained herein shall affect or impair the right of action of any Owner of a Note Participation to institute suit directly against the District to enforce payment of the obligations evidenced and represented by such Owner's Note Participation.

If the Credit Provider is not reimbursed on the Maturity Date for the drawing or payment, as applicable, used to pay principal of and interest on the Note due to a default in payment on the Note by the District, or if any principal of or interest on the Note remains unpaid after the Maturity Date, the Note shall be a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which no reimbursement on a draw or claim has been made shall be deemed outstanding and shall bear interest at the Default Rate until the District's obligation on the Defaulted Note is paid in full or payment is duly provided for, all subject to Section 8 hereof.

Section 13. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for the Notes. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of the Notes when such become due and payable, from the Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in such account at the time and in the amount specified herein to provide sufficient moneys to pay the principal of and interest on the Notes on the day on which it matures. Payment of the Notes shall be in accordance with the terms of the Notes and this Resolution.

The District hereby agrees to maintain the Trustee as paying agent, registrar and authenticating agent of the Notes.

Section 14. Approval of Actions. The officers of the County mentioned in Section 9 hereof are hereby authorized and directed to execute the Notes and cause the Trustee to authenticate and accept delivery of the Notes, pursuant to the terms and conditions of this Resolution. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Notes and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, agreements and other documents which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof are hereby designated as "Authorized District Representatives" under the Trust Agreement.

Section 15. Proceedings Constitute Contract. The provisions of the Notes and of this Resolution shall constitute a contract between the District and the registered owner of the Notes and the Credit Provider, if any, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irreparable.

Section 16. Limited Liability. Notwithstanding anything to the contrary contained herein or in the Notes or in any other document mentioned herein, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof and the County is not liable for payment of the Notes or any other obligation of the District hereunder.

Section 17. Treasurer's Loans. To the extent necessary in the judgment of the District Officer, the District Officer is hereby authorized to enter into borrowings pursuant to Section 6 of Article XVI of the California Constitution (and statutes implementing such Article); provided, however, that such amounts shall only be borrowed to the extent that such borrowings, when added to the amount of the Notes and interest owed thereon, and to other items of indebtedness issued pursuant to the Government Code, shall not at the time of such borrowings exceed 85% of the estimated remaining uncollected taxes, income, revenue, cash receipts and other moneys to be received by the District during the Repayment Fiscal Year which will be available for payment of such borrowings, the Notes and other items of indebtedness issued pursuant to the Government Code and the interest thereon.

Section 18. Submittal of Resolution to County. To the extent required by law, the Secretary of the governing board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer-Tax Collector of the County and to the County Superintendent of Schools.

Section 19. Indemnification of County. The District shall indemnify and hold harmless, to the extent permitted by law, the County and its officers and employees ("Indemnified Parties"), against any and all losses, claims, damages or liabilities, joint or several, to which such Indemnified Parties may become subject because of action or inaction related to the adoption of a resolution by the Board of Supervisors providing for the issuance and sale of the Notes, or related to the proceedings for sale, award, issuance and delivery of the Notes in connection with the Program, or in connection with any information pertaining to the District included in (or omitted from but required to be stated in) the Preliminary Official Statement or the final Official Statement. The District shall also reimburse any such Indemnified Parties for any legal or other expenses incurred in connection with investigating or defending any such claims or actions.

Section 20. Appointment of Bond Counsel. The law firm of Orrick, Herrington & Sutcliffe LLP, Los Angeles, California is hereby appointed Bond Counsel for the District. The District acknowledges that Bond Counsel regularly performs legal services for many private and public entities in connection with a wide variety of matters, and that Bond Counsel has represented, is representing or may in the future represent other public entities, underwriters, trustees, rating agencies, insurers, credit enhancement providers, lenders, financial and other

consultants who may have a role or interest in the proposed financing or that may be involved with or adverse to District in this or some other matter. Given the special, limited role of Bond Counsel described above, the District acknowledges that no conflict of interest exists or would exist, waives any conflict of interest that might appear to exist, and consents to any and all such relationships.

Section 21. Appointment of Financial Advisor and Underwriter. KNN Public Finance, is hereby appointed Financial Advisor for the District in connection with the Program, and the officers of the District are authorized to execute an agreement for financial advisory services with such firm. Citigroup Global Markets Inc., together with such co-underwriters, if any, identified in the Purchase Contract, is hereby appointed as underwriter for the Program.

Section 22. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 23. Effective Date. This Resolution shall take effect from and after its date of adoption.

[Attach form of Certification of the Clerk of the Board with respect to the Resolution, if desired (such form of Certification is not required.)]

EXHIBIT A

FORM OF NOTES

DEL MAR UNION SCHOOL DISTRICT

COUNTY OF SAN DIEGO, CALIFORNIA

2008 TAX AND REVENUE ANTICIPATION NOTE, SERIES A[*/]

Interest Rate	Maturity Date	Date of Original Issue
First Repayment Date	Second Repayment Date	Third Repayment Date
__% (Total of principal and interest due on Note at maturity)[**/]	__% (Total of principal and interest due on Note at maturity)[**/]	__% (Total of principal and interest due on Note at maturity)[**/]

REGISTERED OWNER:

PRINCIPAL AMOUNT: $5,000,000

FOR VALUE RECEIVED, the Del Mar Union School District (the "District"), located in the County of San Diego, California (the "County"), acknowledges itself indebted to and promises to pay to the registered owner identified above, or registered assigns, on the maturity date set forth above, the principal sum specified above in lawful money of the United States of America, and to pay interest thereon on each Interest Payment Date, as defined in the Trust Agreement, at the rate of interest specified above (the "Note Rate"). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal to be paid upon surrender hereof at the principal corporate trust office of Wells Fargo Bank, National Association in Los Angeles, California, or its successor in trust (the "Trustee"). Interest is payable as specified in the Trust Agreement. Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof

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[*/] If more than one Series is issued under the Program in the Repayment Fiscal Year.

[**/] Number of Repayment Dates and percentages to be determined in Pricing Confirmation (as defined in the Resolution).

upon surrender of this Note as the same shall fall due; *provided, however*, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay this Note when due or the Credit Provider (as defined in the Resolution hereinafter described), if any, is not reimbursed in full for the amount drawn on or paid pursuant to the Credit Instrument (as defined in the Resolution) to pay all or a portion of this Note on the date of such payment, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

It is hereby certified, recited and declared that this Note (the "Note") represents the authorized issue of the Note in the aggregate principal amount made, executed and given pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees.

The principal of the Note, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District for the general fund of the District and are attributable to the Fiscal Year ending June 30, 2009 (the "Repayment Fiscal Year"). As security for the payment of the principal of and interest on the Note, the District has pledged certain Unrestricted Revenues of the District (the "Pledged Revenues") received or held by the District and are attributable to the Repayment Fiscal Year, and the principal of the Note and the interest thereon shall constitute a first lien and charge thereon and shall be payable from the Pledged Revenues, and, to the extent not so paid, shall be paid from any other moneys of the District lawfully available therefor, as set forth in the Resolution. Notwithstanding the foregoing, the terms "Unrestricted Revenues" and "Pledged Revenues" exclude any moneys required to be used to repay a treasurer's loan, as more particularly described in the Resolution. The County is not liable for payment of this Note. The full faith and credit of the District is not pledged to the payment of the principal or interest on this Note.

The County, the District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and the County, the District and the Trustee shall not be affected by any notice to the contrary.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

IN WITNESS WHEREOF, the Board of Supervisors of the County has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer.

COUNTY OF SAN DIEGO

By _____
Chief Financial Officer

Countersigned

By _____
Clerk of the Board of Supervisors

[STATEMENT OF INSURANCE][*/]

[*/] To be used only if Credit Instrument is a policy of municipal bond insurance.

SECRETARY'S CERTIFICATE

I, Janet Bernard, Secretary of the Board, herby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular scheduled meeting of the Board duly and regularly held at the regular meeting place thereof on the 23rd day of April, 2008, of which meeting all of the members of said had due notice and at which a majority thereof were present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

An agenda of said meeting was posted at least 72 hours before said meeting at 225 Ninth Street, Del Mar, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: April 23, 2008

_____

Janet Bernard, Interim Superintendent
Secretary of the Board

April 23, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Service

Subject: 2007-2008 Monthly Budget Update

The attached sheets represent each District fund individually. The actual revenues and expenditures are as of March 31, 2008. Budget amounts are those reflected in the 07-08 Second Interim Report.

FISCAL IMPACT:	Revenue:	No effect.
	Expenditure:	No effect.
	Fund Balance:	No effect.

RECOMMENDED: For information only. No action required.

10.12

Del Mar Union School District
2007-2008 Attorney Fees
General Fund - Unrestricted
March 31, 2008

		2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
0000-504	Business	108,076	54,852	49%
0000-772	Facilities	19,903	11,387	43%
0000-503	Personnel	14,701	14,700	0%
0000-420	Special Education	10,424	10,423	0%
Total Attorney Fees		**$ 153,104**	**$ 91,362**	40%

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
General Fund - Unrestricted
March 31, 2008

		2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ 28,999,235	$ 25,855,247	11%
	Federal Revenue	-	-	
	Other State Revenue	2,942,616	2,646,564	10%
	Other Local Revenue	1,992,462	1,629,410	18%
Total Revenues		**$ 33,934,313**	**$ 30,131,221**	11%
Expenditures				
	Certificated Salaries	$ 17,773,306	$ 12,732,865	28%
	Classified Salaries	3,415,023	2,380,898	30%
	Employee Benefits	4,884,693	3,436,248	30%
	Books and Supplies	1,689,918	1,231,587	27%
	Services and Other Operating	2,488,923	1,488,766	40%
	Capital Outlay	192,342	150,227	22%
	Other Outgo	18,048	31,247	-73%
	Transfers of Indirect/Direct Support	0	0	
Total Expenditures		**$ 30,462,253**	**$ 21,451,838**	30%
Excess (Deficiency) Revenues and Expenditures		**$ 3,472,060**	**$ 8,679,383**	
Other Financing Sources and Uses				
	Transfers In	$ -	$ -	
	Transfers Out	(255,945)	(255,945)	
	Contributions	(4,133,398)	(1,069,954)	
Other Financing Sources and Uses		**$ (4,389,343)**	**$ (1,325,899)**	
Net Increase (Decrease) In Fund Balance		**$ (917,283)**	**$ 7,353,484**	
Beginning Fund Balance		**$ 8,238,034**		
Ending Fund Balance**		**$ 7,320,751**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
General Fund - Restricted
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ 326,691	$ 52,729	84%
Federal Revenue	728,093	333,822	54%
Other State Revenue	1,150,885	1,084,563	6%
Other Local Revenue	1,401,278	992,296	29%
Total Revenues	**$ 3,606,947**	**$ 2,463,410**	32%
Expenditures			
Certificated Salaries	$ 2,461,406	$ 1,827,424	26%
Classified Salaries	2,105,094	1,412,903	33%
Employee Benefits	942,159	645,303	32%
Books and Supplies	1,582,732	738,402	53%
Services and Other Operating	1,536,343	716,385	53%
Capital Outlay	25,376	25,376	
Other Outgo	88,176	44,087	50%
Transfers of Indirect/Direct Support	-		
Total Expenditures	**$ 8,741,286**	**$ 5,409,880**	38%
Excess (Deficiency) Revenues and Expenditures	**$ (5,134,339)**	**$ (2,946,470)**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ (140,731)	$ (140,731)	
Contributions	$ 4,133,398	$ 1,069,954	
Other Financing Sources and Uses	**$ 3,992,667**	**$ 929,223**	
Net Increase (Decrease) In Fund Balance	**$ (1,141,672)**	**$ (2,017,247)**	
Beginning Fund Balance	**$ 1,261,681**		
Ending Fund Balance**	**$ 120,009**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
General Fund - Combined
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ 29,325,926	$ 25,907,976	12%
Federal Revenue	$ 728,093	$ 333,822	54%
Other State Revenue	$ 4,093,501	$ 3,731,127	9%
Other Local Revenue	$ 3,393,740	$ 2,621,706	23%
Total Revenues	**$ 37,541,260**	**$ 32,594,631**	13%
Expenditures			
Certificated Salaries	$ 20,234,712	$ 14,560,289	28%
Classified Salaries	$ 5,520,117	$ 3,793,801	31%
Employee Benefits	$ 5,826,852	$ 4,081,551	30%
Books and Supplies	$ 3,272,650	$ 1,969,989	40%
Services and Other Operating	$ 4,025,266	$ 2,205,151	45%
Capital Outlay	$ 217,718	$ 175,603	19%
Other Outgo	$ 106,224	$ 75,334	29%
Transfers of Indirect/Direct Support	$ -	$ -	
Total Expenditures	**$ 39,203,539**	**$ 26,861,718**	31%
Excess (Deficiency) Revenues and Expenditures	**$ (1,662,279)**	**$ 5,732,913**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ (396,676)	$ (396,676)	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ (396,676)**	**$ (396,676)**	
Net Increase (Decrease) In Fund Balance	**$ (2,058,955)**	**$ 5,336,237**	
Beginning Fund Balance	**$ 9,499,715**		
Ending Fund Balance**	**$ 7,440,760**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Cafeteria Fund
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -		
Federal Revenue	98,341	$ 44,564	55%
Other State Revenue	4,188	$ 2,957	29%
Other Local Revenue	803,462	$ 574,983	28%
Total Revenues	**$ 905,991**	**$ 622,504**	31%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	102,735	$ 73,017	29%
Employee Benefits	36,944	$ 26,427	28%
Books and Supplies (food)	720,533	$ 433,263	40%
Services and Other Operating	7,333	$ 6,886	6%
Capital Outlay	35,728	$ 35,728	0%
Other Outgo	22,121	$ -	100%
Transfers of Indirect/Direct Support	-	$ -	
Total Expenditures	**$ 925,394**	**$ 575,321**	38%
Excess (Deficiency) Revenues and Expenditures	**$ (19,403)**	**$ 47,183**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	-	$ -	
Contributions	-	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ (19,403)**	**$ 47,183**	
Beginning Fund Balance	**$ 34,324**		
Ending Fund Balance**	**$ 14,921**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Deferred Maintenance
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	143,698	143,698	0%
Other Local Revenue	8,000	13,345	-67%
Total Revenues	**$ 151,698**	**$ 157,043**	-4%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	57,750	34,738	40%
Capital Outlay	0	0	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 57,750**	**$ 34,738**	40%
Excess (Deficiency) Revenues and Expenditures	**$ 93,948**	**$ 122,305**	
Other Financing Sources and Uses			
Transfers In	$ 140,731	$ 140,731	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ 140,731**	**$ 140,731**	
Net Increase (Decrease) In Fund Balance	**$ 234,679**	**$ 263,036**	
Beginning Fund Balance	**$ 524,265**		
Ending Fund Balance**	**$ 758,944**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Special Reserve for other than Capital Outlay
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	38,000	35,614	6%
Total Revenues	**$ 38,000**	**$ 35,614**	6%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	0	0	
Capital Outlay	0	0	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ -**	**$ -**	
Excess (Deficiency) Revenues and Expenditures	**$ 38,000**	**$ 35,614**	
Other Financing Sources and Uses			
Transfers In	$ 255,945	$ 255,945	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ 255,945**	**$ 255,945**	
Net Increase (Decrease) In Fund Balance	**$ 293,945**	**$ 291,559**	
Beginning Fund Balance	**$ 1,242,493**		
Ending Fund Balance**	**$ 1,536,438**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Capital Facilities
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	127,400	59,175	54%
Total Revenues	**$ 127,400**	**$ 59,175**	54%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	10,000	9,301	
Capital Outlay	70,000	0	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 80,000**	**$ 9,301**	88%
Excess (Deficiency) Revenues and Expenditures	**$ 47,400**	**$ 49,874**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 5,181**	**$ 49,874**	
Beginning Fund Balance	**$ 35,434**		
Ending Fund Balance**	**$ 40,615**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Special Reserve Fund for Capital Outlay Projects
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	40,000	488	99%
Total Revenues	**$ 40,000**	**$ 488**	99%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	0	0	
Capital Outlay	5,228	5,228	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 5,228**	**$ 5,228**	
Excess (Deficiency) Revenues and Expenditures	**$ 34,772**	**$ (4,740)**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 34,772**	**$ (4,740)**	
Beginning Fund Balance	**$ 19,823**		
Ending Fund Balance**	**$ 54,595**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Capital Project Fund for Blended Component Units
(CFD 95-1 and CFD 99-1)
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	2,797,545	1,758,016	37%
Total Revenues	**$ 2,797,545**	**$ 1,758,016**	37%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	155,867	67,852	56%
Capital Outlay	8,577,904	7,380,413	14%
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 8,733,771**	**$ 7,448,265**	15%
Excess (Deficiency) Revenues and Expenditures	**$ (5,936,226)**	**$ (5,690,249)**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	(1,181,002)	(1,162,260)	
Contributions	-	-	
Other Financing Sources and Uses	**$ (1,181,002)**	**$ (1,162,260)**	
Net Increase (Decrease) In Fund Balance	**$ (7,117,228)**	**$ (6,852,509)**	
Beginning Fund Balance	**$ 24,883,985**		
Ending Fund Balance**	**$ 17,766,757**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Debt Service Fund for Blended Component Units (CFD)
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	0	0	
Total Revenues	**$ -**	**$ -**	
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	0	0	
Capital Outlay	0	0	
Other Outgo	1,181,002	426,051	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 1,181,002**	**$ 426,051**	
Excess (Deficiency) Revenues and Expenditures	**$ (1,181,002)**	**$ (426,051)**	
Other Financing Sources and Uses			
Transfers In	$ 1,181,002	$ 426,051	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ 1,181,002**	**$ 426,051**	
Net Increase (Decrease) In Fund Balance	**$ -**	**$ -**	
Beginning Fund Balance	**$ -**		
Ending Fund Balance**	**$ -**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Other Enterprise Fund - Childcare
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	2,579,672	1,996,231	23%
Total Revenues	**$ 2,579,672**	**$ 1,996,231**	23%
Expenditures			
Certificated Salaries	$ 65,396	$ 49,525	24%
Classified Salaries	1,647,936	1,262,875	23%
Employee Benefits	333,154	258,515	22%
Books and Supplies	231,237	143,972	38%
Services and Other Operating	172,921	48,545	72%
Capital Outlay	0	0	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ 2,450,644**	**$ 1,763,432**	28%
Excess (Deficiency) Revenues and Expenditures	**$ 129,028**	**$ 232,799**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 876,676**	**$ 232,799**	
Beginning Fund Balance	**$ 1,046,413**		
Ending Fund Balance**	**$ 1,923,089**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Del Mar Union School District
2007-2008 Budget Update - Estimated Actuals
Foundation Trust Fund
March 31, 2008

	2007-08 Revised at Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	
Federal Revenue	0	0	
Other State Revenue	0	0	
Other Local Revenue	1,400	1,112	21%
Total Revenues	**$ 1,400**	**$ 1,112**	21%
Expenditures			
Certificated Salaries	$ -	$ -	
Classified Salaries	0	0	
Employee Benefits	0	0	
Books and Supplies	0	0	
Services and Other Operating	0	0	
Capital Outlay	0	0	
Other Outgo	0	0	
Transfers of Indirect/Direct Support	0	0	
Total Expenditures	**$ -**	**$ -**	
Excess (Deficiency) Revenues and Expenditures	**$ 1,400**	**$ 1,112**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 1,400**	**$ 1,112**	
Beginning Fund Balance	**$ 42,584**		
Ending Fund Balance**	**$ 43,984**		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for These components are not addressed on this spreadsheet

Date:	April 16, 2008
To:	Board Members
From:	Rodger Smith
Through:	Tom Bishop
Subject:	Approval of Recommended Personnel Actions: Employment, Resignations, Dismissals, Leaves of Absences and Change of Status

CLASSIFIED

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Azzam, Rania	Instructional Aide I	0.65	Del Mar Hills	Approve Resignation Effective 4/2/08	
Berns, Melissa	Special Education Aide I	0.75	Sage Canyon	Approve Assignment Effective 4/14/08	Replacement
Brewster, Suzanne	Child Care Worker I	0.50	Child Care	Approve Decrease in Hours from 30 Hours per Week to 20 Hours per Week Effective 2/15/08	
DeAugustine, Diana	Special Education Aide II	0.75	Sycamore Ridge	Approve Resignation Effective 6/12/08	
Donnette, Erin	School Office Assistant Child Nutrition Services Assistant	0.875 0.125	Del Mar Heights	Approve Resignation Effective 4/30/08	
Dorn, William	Child Care Worker I	0.55	Child Care	Approve Decrease in Hours from 30 Hours per Week to 22 Hours per Week Effective 3/18/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Engbrecht, Leah	Special Education Aide I	0.75	Sage Canyon	Approve Resignation Effective 4/2/08	
Herreria, Carrie	Child Care Worker II	0.25	Child Care	Approve Resignation Effective 4/18/08	
Hill, Emily	Special Education Aide II	0.75	Ashley Falls	Approve Resignation Effective 6/12/08	
Johnson, Carrie	Child Care Worker II	0.925	Child Care	Approve Resignation Effective 4/28/08	
Kwon, Grace	Child Care Worker I	0.40	Child Care	Approve Decrease in Hours from 17 Hours per Week to 16 Hours per Week Effective 3/31/08	
Manning, Ashley	Child Care Worker I	0.60	Child Care	Approve Assignment Effective 4/9/08	Replacement
McGee, Melissa	Child Care Worker I	0.75	Child Care	Approve Resignation Effective 7/31/08	
Messerschmitt, Michael	Special Education Aide I	0.8688	Torrey Hills	Approve Resignation Effective 6/12/08	
Mountcastle, Marissa	Special Education Aide I	0.75	Del Mar Heights	Approve Resignation Effective 6/12/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Portella, Patricia	Special Education Aide II	0.75	Sage Canyon	Approve Resignation Effective 6/12/08	
Sacha, Stephanie	Child Care Worker I	0.60	Child Care	Approve Resignation Effective 5/2/08	
Vincent, Stacy	Special Education Aide I	0.3125	Torrey Hills	Approve Resignation Effective 6/12/08	
Westphal, Emily	Instructional Aide I	0.625	Del Mar Hills	Approve Assignment Effective 4/14/08	Replacement
White, Ashleigh	Special Education Aide II	0.75	Sycamore Ridge	Approve Resignation Effective 6/12/08	

Date:	April 16, 2008
To:	Board Members
From:	Rodger Smith
Through:	Tom Bishop
Subject:	Approval of Recommended Personnel Actions: Employment, Resignations, Dismissals, Leaves of Absences and Change of Status

CERTIFICATED

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Appel, Andrea	Teacher	0.50	Carmel Del Mar	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Barman, Amanda	Teacher	0.50	Del Mar Heights	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Barton, Terra	Teacher	0.50	Del Mar Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Bishop, Jennifer	Teacher	0.60	Torrey Hills	Approve Unpaid Leave of Absence for 40% of 2008/2009 due to Shared Contract	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Bonaquidi, Kristin	Teacher	0.50	Ashley Falls	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Brame, Melissa	Teacher	0.25	Del Mar Heights	Approve Unpaid Leave of Absence for 75% of 2008/2009 due to Shared Contract	
Catilus, Alison	Teacher	0.50	Del Mar Heights	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Chavez, Michele	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Chiles, Natalie	Music Teacher	1.00	Torrey Hills	Approve Unpaid Leave of Absence for 2008/09	
Cluxton, Stephanie	Teacher	0.50	Torrey Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Cole, Debra	Teacher	0.50	Torrey Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Correia, Wendy	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Dahl, Daniel	Teacher	0.50	Sycamore Ridge	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Delliquadri, Jennifer	Teacher	0.50	Ocean Air	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Doyle, Amy	Teacher	0.60	Ashley Falls	Approve Unpaid Leave of Absence for 40% of 2008/2009 due to Shared Contract	
Faulkner, Carol	Teacher	0.80	Del Mar Heights	Approve Unpaid Leave of Absence for 20% of 2008/2009 due to Shared Contract	
Gilbert, Mary Catherine	Teacher	0.40	Ashley Falls	Approve Unpaid Leave of Absence for 60% of 2008/2009 due to Shared Contract	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Holmes, Diana	Teacher	0.50	Carmel Del Mar	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Jackson, Michelle	Teacher	0.50	Torrey Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Kalt, Leandra	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
McCarthy, Laura	Teacher	0.50	Ocean Air	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
McClellan, Jennifer	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Mullins, Lisa	Teacher	0.50	Del Mar Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Shillito, Andrea	Teacher	0.40	Torrey Hills	Approve Unpaid Leave of Absence for 60% of 2008/2009 due to Shared Contract	
Soderberg, Kristin	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Solowczuk, Athanasia	Teacher	0.50	Sycamore Ridge	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
White, Marnie	Teacher	0.50	Ashley Falls	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Wilson, Joan	Teacher	1.00	Ashley Falls	Approve Retirement Effective 6/30/08	
Wojtkowski, Wendy	Teacher	0.50	Sage Canyon	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Zitko, Laurel	Teacher	0.50	Torrey Hills	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
ZoBell, Mary	Spanish Teacher	0.22	Del Mar Heights	Approve Temporary Assignment Effective 3/24/08 to 6/13/08	Temporary Expansion

April 23, 2008

To: Board Members

From: Janet Bernard, Interim Superintendent

Subject: Board Personnel Committee Report

Board Member White will update the Board of Trustees on the Board Personnel Committee.

FISCAL IMPACT: None.

RECOMMENDED: For Information Only. No action required.

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Projected Staffing, Classroom Teaching 2008-2009

Following this narrative is the revised projected staffing for classroom positions at each of the district's sites for 2008-2009. This projection will be subject to change until all kindergarten registration is known for the fall. However, at the present time, this projection represents an increase of three positions as compared to 2007-2008.

FISCAL IMPACT: The fiscal impact of three additional classroom positions represents an additional expenditure from the general fund of approximately $$225,000.

RECOMMENDED: Not applicable – this report is for information only.

DEL MAR UNION SCHOOL DISTRICT
PRELIMINARY 2008-2009 CERTIFICATED STAFFING PROJECTION
March 3, 2008 (Revised April 16, 2008)

The following projections incorporate assumptions that kindergarten enrollment numbers are accurately predicted by this year's Davis Demographics report and that current enrollment in each grade level at each site will roll over to the next higher grade next year. Please note: This projection should be regarded as preliminary; final projections will be available by May 1, 2008.

Ashley Falls

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	60	3	3	0
1	60	3	3	0
2	60	3	4	-1
3	80	4	4	0
4	79	3	3	0
5	80	3	4	-1
6	98	4	3	+1
Totals	**517**	**23**	**24**	**-1**

Allocation of Enrichment Positions: 4

Carmel Del Mar

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	60	3	3	0
1	60	3	3	0
2	60	3	3	0
3	60	3	4	-1
4	76	3	2.5	+.5
5	58	2.5	2.5	0
6	69	2.5	3	-.5
Totals	**443**	**20**	**21**	**-1**

Allocation of Enrichment Positions: 3.5

Del Mar Heights

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	80	4	3	+1
1	80	4	3	+1
2	60	3	3	0
3	60	3	3	0
4	59	2.5	2	+.5
5	54	2.5	2.5	0
6	63	3	2.5	+.5
Totals	**456**	**22**	**19**	**+3**

Allocation of Enrichment Positions: 3.5

Del Mar Hills

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	40	2	3	-1
1	55	3	2.5	+.5
2	45	2.5	2.5	0
3	47	2.5	2.5	0
4	48	2	2.5	-.5
5	64	2.5	2.5	0
6	57	2.5	2.5	0
Totals	**356**	**17**	**18**	**-1**

Allocation of Enrichment Positions: 3

Ocean Air

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	100	5	4	+1
1	80	4	5	-1
2	100	5	4	+1
3	80	4	4	0
4	80	3	3	0
5	77	3	3	0
6	81	3	2	+1
Totals	**598**	**27**	**25**	**+2**

Allocation of Enrichment Positions: 4

Sage Canyon

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	100	5	5	0
1	100	5	5	0
2	100	5	6	-1
3	119	6	6	0
4	117	5	4	+1
5	98	4	4	0
6	108	4	4	0
Totals	**742**	**34**	**34**	**0**

Allocation of Enrichment Positions: 5

Sycamore Ridge

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	60	3	3.5	-.5
1	65	3.5	2.5	+1
2	48	2.5	3	-.5
3	60	3	3	0
4	60	3	2	+1
5	51	2	2	0
6	53	2	2	0
Totals	**397**	**19**	**18**	**+1**

Allocation of Enrichment Positions: 3.5

Torrey Hills

Grade	Projected Enrollment	2008-2009 Sections	2007-2008 Sections	Net Difference
K	80	4	4	0
1	80	4	5.5	-1.5
2	100	5	4.5	+ .5
3	87	5	5	0
4	99	4	3	+1
5	70	3	3	0
6	72	3	3	0
Totals	**588**	**28**	**28**	**0**

Allocation of Enrichment Positions: 4.5

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Study of Annual Attrition of Teaching Positions in the Del Mar Union School District

Board Member McDowell requested information regarding the rate of attrition that the District experiences on an annual basis for teaching positions. The following information reflects actual attrition of teachers due to retirement or resignation during the last four years. Please note that the positions for individuals who resign while they are on a leave of absence are actually filled during the first year of the leave. Many of these individuals request a second year of leave and then resign during the second year of leave because the District's practice is not to extend leaves of absence beyond two years.

School Year	Number of Resignations	Number of Retirements	Number of Resignations by Individuals on Leave of Absence	Total Attrition Due to Resignations/ Retirements
2004-2005	2	0	6	8
2005-2006	4	2	7	13
2006-2007	1	2	8	11
2007-2008	0	1	3	4

District staff will be available during discussion of this item in order to answer questions and receive further direction from the Board relative to the interpretation of this data.

FISCAL IMPACT: For information only. No action required.

RECOMMENDED: For information only. No action required.

11.4

April 17, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Update, Hiring of a Coordinator of State and Federal Projects

First round interviews for the position of Coordinator of State and Federal Projects are scheduled for May 1, 2008. An interview team of two principals, two teachers, the Director of Pupil Services and the Director of Human Resources is in the process of being assembled for these interviews. The district received eleven applications for the position; five candidates have been selected from the applicant pool for interviews. A date for second round interviews has not been determined at this time.

FISCAL IMPACT: For information only. No action required.

RECOMMENDED: For information only. No action required.

11.5