

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

**November 19, 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, November 19, 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 Government Code 54957.5, all agenda-related documents that are distributed to the Board of Trustees less than 72 hours prior to the meeting, will be available for review at the District Office, 225 9th Street, Del Mar, CA 92014 and at the scheduled meeting.

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 Legal Counsel - Existing Litigation** (Government Code section 54956.9(a); Name of Case: DMUSD v. Challenger Sheet Metal, Inc.)
- 1.2 **Conference with Legal Counsel – Anticipated Litigation** (Government Code section 54956.9(b); Name of Case: Significant Exposure to Litigation: Two cases)
- 1.3 **Conference with Labor Negotiator:** (Government Code 54957.6) Agency Designated Representative: Ricardo J. Soto, Best Best & Krieger, Unrepresented Employee: Superintendent (Permanent)
- 1.4 **Conference with Labor Negotiator** (G.C. 54957.6)
Agency Designated Representatives: Sharon McClain, Superintendent and Rodger Smith, Director of Human Resources & Facilities Planning; Employee Organization: Del Mar California Teachers Association
- 1.5 **Public Employee Performance Evaluation:** Title: Superintendent (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, REGULAR MEETING OF BOARD OF TRUSTEES – 5:45 P.M.

1.0 FLAG SALUTE

2.0 STUDENT RECOGNITION – OCEAN AIR

1

3.0 APPROVAL OF THE AGENDA

Motion____Second____Ayes____Nays____

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

4. CORRESPONDENCE/COMMUNICATIONS

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:

4.2 Public Input:

5 REPORTS, RECOGNITIONS and HEARINGS

5.1	<u>Recognition</u> Employees of the Month for November/December 2008: <i>Ashley Falls – Alane Bignami, Resource Specialist</i> <i>Carmel Del Mar – Cinda Peck, Music Teacher, Carmel Del Mar</i> <i>Del Mar Heights – Gail Moran, Technology Teacher</i> <i>Del Mar Hills – Cristin Ebright, 1st Grade Teacher</i> <i>Ocean Air – Erica Bell, 2nd Grade Teacher</i> <i>Sage Canyon – Jessica Jackson, 1st Grade Teacher</i> <i>Sycamore Ridge – Jennifer Oliveira, Technology Teacher</i> <i>Torrey Hills – Jessica Kraus, K-2nd SDC Teacher</i>	2
5.2	<u>Recognition</u> Resolution in Appreciation of Janet Lamborghini's Service on the DMUSD Board of Trustees	3
5.3	<u>Report</u> DMCTA Report: David Skinner, DMCTA President, Carmel Del Mar Teacher	4
5.4	<u>Report</u> DMSEF Report: Matt Zevin, DMSEF President	5
5.5	<u>Report</u> Monthly Staff Development, Travel & Conference Update	6-7
5.6	<u>Report</u> 2007-2008 and 2008-2009 Enrichment Program	8-14
5.7	<u>Report</u> Board Report/Comments	
5.8	<u>Report</u> Superintendent's Report	

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.1 Approval of the Minutes of:

- Minutes of Regular Board Meeting of October 22, 2008

Motion ____ Second ____ Ayes ____ Nays ____

Board Meeting Agenda - November 19, 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

Motion____Second____Ayes____Nays____

Consent Items:

*10.1	Board Approval and Acceptance of Donations to the Del Mar Union School District	251
*10.2	Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements	252-263
*10.3	Board Approval, Site Performance Agreement	264
*10.4	Board Approval of Revised Scope of Work on Agreement Between Environmental Builders and the Del Mar Union School District for Revised Scope of Work for Rolling Library Shelving at Sage Canyon School	265
*10.5	Board Approval of the 2008-2009 K-3 Class Size Reduction Operations Application and Resolution 2008-29, Resolution of the Board of Trustees of the Del Mar Union School District Relative to Conditions For and Receiving Class Size Reduction Program Funds	266-271
*10.6	Approval of Resolution No. 2008-30 Authorizing Temporary Interfund Transfers of Special or Restricted Fund Moneys	272-273
*10.7	Board Award and Approval of Agreement Between SunMaster Products, Inc. and the Del Mar Union School District for Sunshade Structure Repair at Del Mar Heights School	274-275
*11.1	Board Approval of Recommended Personnel Actions: Employment, Resignations, Retirements, Dismissals, Leaves of Absence, and Change of Status	291-297

7. CURRICULUM AND INSTRUCTION

7.1	Board Approval, 2008/2009 School Site Plans	15-210
	Motion____Second____Ayes____Nays____	

8. ADMINISTRATION AND POLICY

8.1	Board Ratification, Settlement Agreement and Release of Existing Claims, <i>Apuzzo v. Del Mar Union School District</i>	211-222
	Motion____Second____Ayes____Nays____	
8.2	Board Approval to Hold the Regular Board Meeting and 2008 Organizational Meeting on December 10, 2008	223
	Motion____Second____Ayes____Nays____	
8.3	1 st Reading of Proposed Board Meeting Dates and Locations for 2009	224
	Motion____Second____Ayes____Nays____	
8.4	Informational Report on Intradistrict Transfer Requests Denied for 2008-2009	225-230
8.5	Board Discussion/Approval, 2008/2009 Strategic Planning: Formation of Strategic Planning Action Teams and Task Forces	231-233
	Motion____Second____Ayes____Nays____	
8.6	Board Discussion/Approval, Date For Special Board Workshop to Review Draft Report by Financial Analyst	234
	Motion____Second____Ayes____Nays____	

8.7	2 nd Reading and Approval, 2009/2010 DMUSD School Year Calendar <i>Motion_____Second_____Ayes_____Nays_____</i>	235-236
8.8	Reminder of Upcoming Events	237-238
9.	OPERATIONS AND FACILITIES	
9.1	Facilities Report	239-240
9.2	Board Discussion, Draft of "Request for Qualifications" for Real Estate Brokerage Services	241-244
9.3	Board Discussion Regarding Options for Relocation of the District Office	245-250-
10.	BUSINESS AND FINANCE	
10.8	Final Installment Payment – Sale of Shores Property	276-277
10.9	2008/2009 Monthly Budget, Update	278-290
11.	PERSONNEL	
12.	ARTICLES OF INTEREST None.	
13.	ITEMS FOR DECEMBER 2008 BOARD MEETING: ▪ 1st Reading of Proposed Board Meeting Dates and Locations for 2009 ▪ 1st Reading, 2008/2009 School Accountability Report Cards ▪ Possible CSBA Delegate Assembly Nomination ▪ <i>Contract for Updating Enrollment Projections</i>	
14.	ADJOURNMENT	

Time: _____p.m.

Motion_____Second_____Ayes_____Nays_____

**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

October 22, 2008

OPENING PROCEDURES

1. Board President Easton, called the meeting to order at 5:53 p.m., Peg LaRose, Principal, Sage Canyon, led the audience in the Pledge of Allegiance.

Members Present:

Annette Easton, President of the Board
Katherine White, Clerk of the Board
Janet Lamborghini, Steven McDowell,
Doug Perkins

Members Absent:

None.

Staff:

Sharon McClain, Superintendent
Sherry Forte, Executive Assistant to the Superintendent
Rodger Smith, Director of Human Resources and Facilities Planning
Mike Casey, Director of Technology
Randy Wheaton, Director of Maintenance & Operations
Todd Boteler, District Webmaster
David Skinner, 4th grade teacher, Carmel Del Mar, DMCTA President
Peg LaRose, Principal, Sage Canyon
Ryan Stanley, Assistant Principal, Sage Canyon
Susan Paul, Principal, Torrey Hills
Karyn Conner, 4th grade teacher, Sage Canyon
Robin Gordon, 4th grade teacher, Sage Canyon
Parrisa Esmaili, Extended Studies Teacher, Sage Canyon
Bill Porter, BTSA Fulltime Release Support Provider
Tiffany Kinney, 3rd grade teacher, Del Mar Heights
Nancy Swanberg, Science teacher, Del Mar Hills Academy
Tori Hemerick, 4th grade teacher, Del Mar Hills Academy
Erik Bienke, 2nd grade teacher, Del Mar Hills Academy
Cassie Brunker, Kindergarten teacher, Carmel Del Mar
Joan Wilson, Retired DMUSD teacher
Emily Disney, Principal, Sycamore Ridge
Jodi Neilson, Music teacher, Ocean Air
Mary Ann Loes, 5th grade teacher, Ashley Falls
Tanya Lubomudrov, Science teacher, Ocean Air
Don Birkett, SCD teacher, Del Mar Heights

Others In Attendance:

Mary Farrell, Comischell Rodriguez, Jenn Weady, Kerry Traylor, Becky Biller, Mr. & Mrs. Enrique Wurst, Mr. & Mrs. Steven Rudolph, Mr. & Mrs. Rick Travis, Cindy Hoffman, Matt Zevin, Karey Garcia, Amy Cruz, Karen Stangland

REPORT OF ACTION TAKEN IN CLOSED SESSION:

Board unanimously voted to appoint Susan Fitzpatrick as the new Principal of Del Mar Hills Academy of Arts and Sciences. The start date is to be determined.

2.0 Student Recognition – Sage Canyon.

Sage Canyon fourth grade teachers, Robin Gordon and Karyn Conner; ESC teacher, Parissa Esmaili and fourth grade students shared student work. The students' products demonstrate what is possible when teachers collaborate and utilize technology as a tool to support teaching and learning.

3.0 Approval of the Agenda

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

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

4. CORRESPONDENCE/COMMUNICATIONS

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

- None.

5. REPORTS, RECOGNITIONS and HEARINGS

5.1 Recognition

Employees of the Month for October 2008

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, as follows:

*Ashley Falls – Caitlin Williams, Kindergarten/First Grade Teacher
Carmel Del Mar – Leovardo Delgado, Night Custodian*

Del Mar Heights – Eileen Graddy, 5th Grade Teacher
Del Mar Hills – Linda Wheeler, 2nd Grade Teacher
Ocean Air – Susan Brubaker, 1st Grade Teacher
Sage Canyon – Christopher Delehanty, 5th Grade Teacher
Sycamore Ridge – Kristin Stanton, 5th Grade Teacher
Torrey Hills – Deena Engler, 3rd Grade Teacher

5.2 Recognition

Presentation of Proclamation, “Janet Bernard Day”, September 26, 2008

The Proclamation by the County Board of Supervisors was read and presented to Janet Bernard, Assistant Superintendent, Curriculum & Instruction, as an expression of the Board’s appreciation for her service as the Interim Superintendent to the DMUSD.

5.3 Report

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

Mr. Skinner reported that the teachers look forward to Parent/Teacher Conference Week for the opportunity to meet with parents and set goals for their students. Mr. Skinner expressed appreciation to Dena Whittington, Assistant Superintendent, Business Services, and Rodger Smith, Director of Human Resources/Facilities Planning, for attending the DMCTA Executive Board Meeting to field questions from teachers and site representatives regarding the budget and other concerns. He felt it was very enlightening for them to gain a better understanding of how the budget process works. Teachers look forward to participating in Strategic Planning and working with the Board and community to make the process successful.

5.4 Report

DMSEF Report: Matt Zevin, DMSEF President

Mr. Zevin reported that new candidates are coming forward to serve as representatives and it is anticipated that within a week or two the DMSEF will have at least one representative from each school. Mr. Zevin expressed his appreciation to Dena Whittington, Annette Easton and Sharon McClain for their attendance at the DMSEF Board Meeting, which was informative and beneficial. The DMSEF will also participate in the District Strategic Planning. DMSEF fundraising is strong and has generated approximately \$260,000, to date. The DMSEF is finalizing the date and location of the Spring fundraising event, which will be announced soon. The next regular meeting of the DMSEF is November 5 at Sycamore Ridge.

5.5 Monthly Staff Development

Monthly Staff Development, Travel & Conference Update
(Presented for information only.)

Official Minutes – Regular Board Meeting, October 22, 2008

5.6 **Report**
2007-2008 and 2008-2009 Enrichment Program

Superintendent McClain requested the item be tabled to the November meeting, due to the absence of the Assistant Superintendent, Business Services, Dena Whittington.

5.7 **Report**
Board Report/Comments

- Member Easton thanked the DMSEF for their invitation to attend the DMSEF Board Meeting. She appreciates all the efforts of the DMSEF and look forward to strengthening relationships with the DMUSD and DMSEF. She is looking forward to a successful Strategic Planning meeting.
- Member McDowell thanked Ashley Falls for the Board Visitation and the opportunity to view their PLCs. He also attended the Ashley Falls Haunted House and a League of Women Voters forum with the candidates running for election to the San Dieguito High School District Board.
- Member Perkins had an opportunity to meet with Matt Zevin to discuss the DMSEF goals and progress. Additionally, he met with the Del Mar Hills Academy PTA and parents. He looks forward to having a similar meeting with the other schools' PTAs and parents.
- Member White thanked Mike Casey for his time to meet with her and allowing her to debrief on the Board Personnel Committee's review of the Technology Department. She also thanked Vince Jewell for his time to meet with her.

5.8 **Board**
Superintendent's Report

Superintendent McClain visited a number of schools' staff meetings, a parent meeting and the Ashley Falls' PLCs. Additionally, she enjoyed lunch and a tour at Del Mar Hills Academy. She had the opportunity to walk with students at Carmel Del Mar during lunch for their mile walk and she attended the DMSEF meeting. The DMUSD is piloting a new student information program, GeneSIS. She shared letters from teachers expressing appreciation to Jonathon Guertin and the technology staff for the many hours devoted to the rollout of the new report cards. The Encinitas Union School District Board of Trustees invited Board Members to a reception for Shannon Kuder, retiring trustee after 16 years of service. San Marcos Unified School District invited trustees to the opening of their new facility. The District received a thank you note from the Sycamore Ridge staff for the "great pumpkin" gift. Sheila Weinberg and she visited a preschool in Manhattan Beach.

6.1 Approval of the Minutes

On motion by Member McDowell, seconded by Member Perkins, the Board voted unanimously to approve the following Minutes, as corrected.

- *Minutes of Regular Board Meeting of September 24, 2008*
- *Minutes of Special Board Meeting of September 26, 2008*
- *Minutes of Special Board Visitation of October 1, 2008*
- *Minutes of Special Board Meeting of October 1, 2008*
- *Minutes of Special Board Meeting of October 8, 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 Lamborghini, seconded by Member McDowell, the Board unanimously approved Consent Items.

Consent Items:

- *8.1 Board Approval, Resolution 2008-26 of the Board of Trustees of the Del Mar Union School District Proclamation Endorsing Red Ribbon Week, October 13-17, 2008
- *10.1 Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements
- *10.2 Board Approval and Acceptance of Donations to the Del Mar Union School District
- *10.3 Board Approval, Site Performance Agreement
- *10.4 Board Approval of Agreement Between Xerox and the Del Mar Union School District for Copier Upgrades at Del Mar Heights School and Carmel Del Mar School
- *10.5 Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)
- *10.6 Board Ratification of Agreement Between Jeffrey S. Owen, Ph.D. and the Del Mar Union School District for Neuropsychological Assessment for Special Needs Student
- *10.7 Board Approval of Agreement Between the Del Mar Union School District and A Plus Surplus for Management of Surplus Equipment Auctions
- *10.8 Board Approval of Renewal Agreement Between the Del Mar Union School District and San Diego Project Heart Beat
- *10.9 Board Approval of Agreement Between the Del Mar Union School District and Advanced Chemical Transport
- *10.10 Board Approval of Agreement Between Environmental Builders and the Del Mar Union School District for Rolling Library Shelving at Sage Canyon School

Official Minutes – Regular Board Meeting, October 22, 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 Report, Results of Spring 2008 Standardized Testing

Assistant Superintendent, Janet Bernard, provided an analysis of the STAR data for the Board bringing special attention to the areas of strength and the focus areas needing improvement. The District will provide Staff Development to assist principals and teachers as the skill areas needing improvement are addressed. The District is performing at a very high level. The DMUSD district is performing at the 6th highest ranking in the State.

7.2 Board Approval, Community Advisory Committee (CAC)

On motion by Member White, seconded by Member Perkins, the Board voted unanimously to appoint Christine Johnson as the Del Mar Special Education teacher to serve on the Community Advisory Committee.

7.3 2006-2007 Special Education Self Review-Closure Notice

The District received notice from the California Department of Education (CDE) that the Special Education Self Review for the 2006-2007 has been reviewed and accepted.

8. ADMINISTRATION AND POLICY

8.2 Discussion, California School Boards Association Annual Conference, December 3-6, 2008, San Diego Convention Center

Superintendent McClain expressed appreciation to the Board for their willingness to attend the CSBA Conference. Members McDowell, Perkins and White, as well as Incoming Board Member Rodriguez, will attend *Orientation for new trustees* with Supt. McClain on December 3.

8.3 Board Approval, Proposal from Atkinson, Andelson, Loya, Ruud & Romo to Provide Legal Services

Superintendent McClain recommended the addition of this law firm to the District's list of potential legal resources based on her prior experiences with the firm.

On motion by Member McDowell, seconded by Member Lamborghini, the Board voted unanimously to contract with Atkinson, Andelson, Loya, Ruud & Romo to provide legal services.

8.4 Board Approval, Proposal from Sansom Willis LaFoe LLP to Provide Legal Services

Superintendent McClain recommended the addition of this law firm to the District's list of potential legal resources based on her prior experiences with the firm.

On motion by Member Lamborghini, seconded by Member McDowell, the Board voted unanimously to contract with Sansom Willis LaFoe LLP to provide legal services.

8.5 Reminder of Upcoming Events (Presented for information only.)

9. OPERATIONS AND FACILITIES

9.1 Facilities Report

(Presented for information only.)

Director of Human Resources/Facilities Planning, Rodger Smith and Superintendent Sharon McClain met with a real estate agent to discuss the options available for the relocation of the District Office. Staff intends to bring a full report to the November 19, 2008 Board Meeting. The goal of the staff is to offer the Board every option available for the Board's consideration. Board Members asked that the estimated timelines for each option be included in the report.

Due to new requirements for fire safety in areas that are in close proximity to open space and green belts, the advisability of constructing permanent childcare facilities at Ocean Air School is under consideration. The array of issues associated with the use of relocatable buildings versus permanent facilities are being researched at this time; a recommendation on the preferred option for providing facilities for child care at Ocean Air will be provided for the November Board meeting.

Director Smith announced Director Casey has found temporary space at Del Mar Hills to replace the removed portable instead of building or purchasing a new facility.

10. BUSINESS AND FINANCE

10.11 2008/2009 Monthly Budget, Update

(Presented for information only.)

11. PERSONNEL

11.2 Board Approval, Resolution 2008-28 to Utilize Temporary Assignment Options for Departmentalized Classes.

On motion by Member Perkins, seconded by Member White, the Board voted unanimously to approve Resolution 2008-28 to Utilize Temporary Assignment Options for Departmentalized Classes.

11.3 Board Approval, .5 Full Time Equivalent Expansion Position for Spanish Instruction at Del Mar Heights School

On motion by Member Perkins, seconded by Member McDowell, the Board voted unanimously to approve a .5 Full Time Equivalent Expansion Position for Spanish Instruction at Del Mar Heights School.

11.4 First Reading, 2009-2010 School Year Calendar

The Board reviewed the 2009-2010 School Year Calendar and requested that it be discussed with the PTA Presidents at the next PTA Presidents' Meeting with Supt. McClain.

11.5 Board Approval, Proposal from New Media Learning, LLC to Provide Required On-line Training for Supervisory Personnel in the Prevention of Sexual Harassment

On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to approve the Proposal from New Media Learning, LLC to provide required on-line training for supervisory personnel in the Prevention of Sexual Harassment.

12. ARTICLES OF INTEREST

None.

13. ITEMS FOR NOVEMBER 19, 2008 BOARD MEETING:

- Board Approval, 2008/2009 School Sites Plans
- Staff recommendation and report on SIP Budget restrictions including staff hiring
- Board Approval to Hold the Regular Board Meeting and 2008 Organizational Meeting on December 10, 2008
- 1st Reading of Proposed Board Meeting Dates and Locations for 2009
- Contract for Updating Enrollment Projections
- 2007-2008 and 2008-2009 Enrichment Program
- Status Report on Shores Property
- Update on Strategic Planning
- Option for Facility to Merge Pre-school and Child Care
- Recognition of Janet Lamborghini
- Report on M & O and Disaster Preparedness

Official Minutes – Regular Board Meeting, October 22, 2008

Reconvened to Closed Session at 7:25 p.m. to discuss:

1.6 Public Employee Performance Evaluation: Title: Superintendent (G.C. 54957)

Reconvene to Open Session at 9:40 p.m.

REPORT OF ACTION TAKEN IN RECONVENED CLOSED SESSION: No action was taken during continuation of the Closed Session meeting.

14. ADJOURNMENT

On motion by Member White, seconded by Member Lamborghini, the Board voted unanimously to adjourn the October 22, 2008 Regular Board meeting at 9:41 p.m.

Katherine White, Clerk

Sharon McClain, Superintendent

Date

Date

October 16, 2008

To: Board Members
From: Gary Wilson, Principal, Ocean Air
Through: Sharon McClain, Superintendent
Subject: Student Recognition – Ocean Air, Third Grade

The Ocean Air School 3rd grade students will demonstrate the effectiveness of Professional Learning Communities in action. As part of the third grade social studies curriculum, our students learn about American symbols. The third grade team of teachers and the music teacher collaborated together to create a unit of study involving the American Flag. Third graders studied the history behind the writing of *The Star Spangled Banner*, learned and memorized the song, then lead the entire school singing last week on Monday in honor of Veteran's Day. In addition, third graders prepared and treated our students to a choreographed performance of *You're a Grand Old Flag* including singing, marching, and waving American flags.

Three guest veteran's spoke to our students about their experiences in the military and life after retirement, explained what it means to be a veteran, asked questions about the American flag, and demonstrated how to properly fold it. Next, our third grade students joined Mr. Wilson in a special tribute to our veteran's by singing *God Bless the U.S.A.* The assembly concluded with the entire school singing *I Am a PeaceBuilder*, written by Jodi Neilson to help our students understand the PeaceBuilder program and to support our quest for peace in the world.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

2.0

November 14, 2008

To: Board Members

From: Sharon McClain, 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 \$40.00 gift certificate.

Employees of the Month for November/December are:

Ashley Falls –	Alane Bignami, Resource Specialist
Carmel Del Mar –	Cinda Peck, Music Teacher, Carmel Del Mar
Del Mar Heights –	Gail Moran, Technology Teacher
Del Mar Hills –	Cristin Ebright, 1 st Grade Teacher
Ocean Air –	Erica Bell, 2 nd Grade Teacher
Sage Canyon –	Jessica Jackson, 1 st Grade Teacher
Sycamore Ridge –	Jennifer Oliveira, Technology Teacher
Torrey Hills –	Jessica Kraus, K-2 nd SDC Teacher

RECOMMENDED: For Information Only. No Action is Required.

November 19, 2008

To: Board Members

From: Annette Easton, President of the Board of Trustees

Through: Sharon McClain, Superintendent

Subject: Resolution in Appreciation of Janet Lamborghini's Service on the DMUSD Board of Trustees

The Board of Trustees appreciates the service and dedication of Janet Lamborghini to the students, staff and community of the Del Mar Union School District during her 16-year tenure as Trustee of the Del Mar Union School District.

A resolution of appreciation will be presented for approval at the Board meeting.

FISCAL IMPACT: None.

RECOMMENDATION: The President of the Board of Trustees recommends approval of the Resolution in Honor of Board Member Janet Lamborghini.

5.2

November 19, 2008

To: Board Members
From: Sharon McClain, 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

November 19, 2008

To: Board Members
From: Sharon McClain, Superintendent
Subject: Report: Del Mar Schools Education Foundation

The 2008/2009 DMSEF President, Matt Zevin, will provide a brief report on DMSEF activities during the past months.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

5.4

November 19, 2008

To: Board Members
From: Sharon McClain, Superintendent
Subject: 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

DEL MAR UNION SCHOOL DISTRICT
Conference/Travel Request Report, November 19, 2008

[illegible]

November 19, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: 2007/2008 and 2008/2009 Enrichment Program

The attached presentation compares details of the staffing and costs of the 2007/2008 Enrichment Program to the 2008/2009 Enrichment Program.

FISCAL IMPACT: This report does not affect revenues, expenses, or projected ending fund balances in the 2008-2009 Budget.

RECOMMENDED: For information only. No action required.

5.6

DMUSD Enrichment Program

October 8, 2008



2007-2008 Detail

- 35 FTE for Science, Music, Art, Tech & P.E.
- Cost of \$2,797,444 for certificated staff
- Average Enrichment teacher cost 07-08 \$79,927
- Cost to purchase certificated staff in 07-08 \$68,000

- 8 enrichment aides at various FTE
- Cost of \$186,669 for classified staff
- Average half time aide cost 07-08 \$23,333
- Cost to purchase half time classified staff in 07-08 \$22,000



2007-2008 Net Cost

- Certificated Staff \$2,797,444
- Classified Staff \$186,669
- Total Cost \$2,984,113

- Local Funding for additional site staff \$399,000

- Net Cost to District Unrestricted General Fund
\$2,585,113



2008-2009 Detail

- 39 FTE for Science, Music, Art, Tech, P.E. and Language
- Cost of \$3,182,039 for certificated staff
- Average Enrichment teacher cost 08-09 \$81,000
- Cost to purchase certificated staff in 08-09 \$71,000
(\$68,000 w/ 4.03% COLA increase)
- 7 enrichment aides at various FTE
- Cost of \$173,000 for classified staff
- Average half time aide cost 08-09 \$25,000
- Cost to purchase half time classified staff in 08-09 \$23,000
(\$22,000 w/4.03% COLA increase)



2008-2009 Net Cost

- Certificated Staff \$3,182,039
- Classified Staff \$173,000 (est.)
- Total Cost \$3,355,039

- Local Funding for additional site staff \$436,000
- P.E. Teacher Incentive Grant \$140,000

- Net Cost to District Unrestricted General Fund
\$2,779,039



Change from 07-08 to 08-09

- 4 Certificated Staff increase of \$384,595
- 1 part-time Classified Staff decrease of \$13,669 (est.)
- Total Cost increase of \$370,926

- Local funding for additional site staff increase \$37,000
- P.E. Teacher Incentive Grant increase \$140,000

- Net Cost to District Unrestricted General Fund increase of \$193,926

November 19, 2008

To: Board Members

From: Katie Shanahan, Coordinator of State and Federal Projects

Through: Sharon McClain, Superintendent

Subject: Approval, Single Site Plans for Student Achievement: *Vision for Excellence Site Strategic Plan*

In 2001, the California Legislature passed Senate Bill 374. This bill requires any school that receives categorical funding to write a Single Plan for Student Achievement. The purpose of the Site Plan is to outline specific goals and strategies for increasing student achievement in the mastering of the state content standards. Each site in the district is required to write a single plan for student achievement, which the DMUSD Board policy has entitled the *Vision for Excellence Site Strategic Plan*. Parents, teachers and other school staff have participated in the planning and writing of each Site Plan. Also included in the plan is categorical budget information. The respective School Site Councils have all recommended approval of their Site Plan prior to this evenings requested approval by the Board of Trustees.

FISCAL IMPACT: Revenue: \$400,000 in restricted revenue from various categorical programs allocated to school sites

Expenditure: Varies by site

Fund Balance: No change in the fund balance of the unrestricted general fund

RECOMMENDED: The Superintendent recommends that the Board of Trustees approve the *Vision for Excellence Site Strategic Plan* for each school site for the 2008-2009 school year.



SINGLE PLAN FOR STUDENT ACHIEVEMENT

ASHLEY FALLS SCHOOL 2008-2009

Contact Person: Shelley Petersen
Position: Principal
Telephone No: 858.259.7812
Address: 13030 Ashley Falls Drive
San Diego, CA 92130
E-mail Address: spetersen@dmusd.org

Date Approved by School Site Council: November 13, 2008

Date Approved by District Board of Trustees:



School Mission and Vision

The mission of Ashley Falls School is to provide each child with a nurturing environment and an academically challenging curriculum that promotes:

- *Life-long learners**
- *Creative and critical thinking**
- *Personal academic achievement**
- *Appreciation for individual differences**
- *Responsible citizenship in a democratic society**

Ashley Falls Vision

Ashley Falls School is a nurturing, cooperative, learning environment that promotes responsible citizenship. In alliance with parents, community members, organizations and businesses we provide opportunities for learning and service in a setting that is a meaningful engaging setting for all learners. The Ashley Falls community embodies shared decision-making and creates a sense of belonging and ownership in our school. This foundation empowers children to become self-confident, intrinsically motivated, and successful life-long learners.

As a school community, we come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment, and a broad base of knowledge. Students meet or exceed rigorous State Standards. Through a commitment to social, emotional and physical well being there exists an environment that maximizes the development of each child. Each individual's strengths are nurtured and valued as a contributing member of the community.

The Ashley Falls staff is committed to working as a professional learning community to build a school of high achieving learners that fosters independence in a supportive environment. The staff members are knowledgeable, life-long learners who model creative problem solving through an interactive approach to curriculum development, student grouping, and instructional design. By providing access to and experience with state of the art resources, the staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information.

The Ashley Falls School, united in a shared responsibility, ensures the success of every child. Every Ashley Falls Eagle will *Soar to Success!*

School Profile

Ashley Falls School opened its doors for students in August 1997. The beautiful campus is located amidst expansive new home development and is adjacent to a community park. The student and staff population has now stabilized after several years of growth in the area and subsequent boundary changes, staffing shifts, and administrative changes. The student population of 510 represents eight different ethnic groups and eighteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued.

The Ashley Falls community of educators is united in their purpose of meeting the needs of every child, every day. The majority of Ashley Falls students enters school ready to learn and prepared for academic rigor and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through rigorous academic standards, the use of standards-based curriculum and highly effective Professional Learning Communities. The continuous improvement in student performance is the result of ongoing professional development and high quality instruction.

The Ashley Falls theme "*Soaring to Success*" represents much more than academic proficiency. At Ashley Falls, the entire school community is also committed to providing an enriched, balanced educational experience for our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extend beyond "the basics". Students at Ashley Falls also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science and physical education. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents in many areas.

The Ashley Falls community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parent involvement is present daily in classrooms, through work on site leadership committees, through the financial support of the education foundation, and by participating in many events and activities.

Ashley Falls is a dynamic, fun, student-centered place to be. The community of staff, students, parents, and community members is committed to excellence and works to ensure a setting where students will thrive and develop socially, emotionally and academically. In spring of 2008, Ashley Falls School was recognized as a California Distinguished School by the State of California.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student. 1.3 The school provides physical education instruction by classroom teachers and a certificated physical education teacher. 1.4 The school provides the most recent State Board-adopted instructional programs, in <u>science and social studies</u> documented to be in use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas including reading/language arts and mathematics. Teachers at Ashley Falls are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily 2.5 The school provides time allocations for social studies, science, music, art, physical education and technology.	Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. Schedules also reflect time allocations for social studies, science, music, art, physical education and technology. The instructional day is protected from excessive interruptions. Additional time is scheduled for reading intervention and mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.	The principal has attended and completed AB75. Once a new math program has been adopted (Spring 2009), the principal will attend the AB 430 Principal Training Program, Module 1.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Ashley falls School are fully credentialed and possess either a CLAD or BCLAD certificate. Del Mar is currently piloting a new mathematics series. When a new series is adopted, SB 472 will be offered to all teachers. When a new language arts series is adopted, teacher training in SB 472 will be offered.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u> . The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.	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 as well as those who are English Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.
	5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	Colleagues at all grade levels support one another in a variety of ways. They confer regarding multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work together to develop an instructional plan designed to support the child at their instructional level and move them closer to meeting or exceeding grade level proficiency. Other teacher mentors act as a liaison between district level committees and the school site. These teachers share information relevant to the continuous development of effective instructional practices with the Ashley Falls staff during predetermined site PLC collaboration meetings. Academic Support staff has been hired to help students in Language Arts and Mathematics. These support staff members work with small groups of children who are either exceeding grade level standards or who are scoring proficient (350-370), basic or below on the CST.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	The structure of the Ashley Falls instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialog occurs between and among grade levels. During weekly grade level collaboration time and twice monthly school wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education and grade level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	The District has provided a pacing guide for all curricular areas which was last updated in August 2004. In Spring 2007, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those State standards which students must master in order to be successful at the next grade level. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Ashley Falls
2007 - 2008**

3 POINT DECREASE IN API

MET 9 OF 9 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2007 Base				2008 Growth			
	949				946			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	88.4	88.8	+ .4	Yes	92.2	89.3	-2.9	Yes
Asian	96.7	93.2*	-3.5	*	100	94.9*	-5.1	*
Hispanic	83.3*	85.7*	+2.4	*	100*	92.9*	-7.1	*
White	87.5	88.5	+1	Yes	90.4	88.2	-2.2	Yes
English Learners	*	84.2*	*	*	*	89.5*	*	Yes
Students with Disabilities	73.3	76.5	+3.2	*	83.3	74.1*	-9.2	Yes

**Not a significant subgroup*

CELDT
Scoring Levels

Ashley Falls	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0	0	0
Level 2: Early Intermediate	0	0	0	0
Level 3: Intermediate	4	44%	2	11%
Level 4: Early Advanced	4	44%	7	37%
Level 5: Advanced	1	11%	10	53%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

The percent of students scoring Proficient or Advanced on the CST will increase from 88.7% in language arts and 89.2% in mathematics to 93% in both subject areas according to CST results reported in August 2010.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in mathematics and language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/Admin Aug. 2008 - June 2009	District provides texts and consumables Supplemental materials	SIP Lottery
<i>Improvement of instructional strategies:</i> Grade levels will use data to determine yearly focus in areas of language arts and mathematics. Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering mathematics and/or language arts standards. Technology will be purchased to increase and/or maintain current hardware and software. Supplemental materials for math and language arts will be purchased.	All instructional staff August 2008– June 2009 Admin/Technology Teacher Teachers/Admin	Software/hardware repair	SIP SIP, PTA, Lottery

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
Supplemental materials for English Learners will be utilized.	Teachers		
<i>Increased educational opportunity:</i> Students demonstrating a need for additional academic support in 2 nd through 6 th grade will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to grade level benchmark assessments such as the DRA, QRI, or mathematics unit tests. Students in first and second grade falling below grade level benchmarks will participate in Everyone a Reader or Ready to Read program.	Teachers/Admin/ Academic Support Staff November 2008- May 2009 Teachers/Admin EAR Coordinator November 2008- June 2009	Personnel Personnel	District SIP SIP
<i>Staff development and collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning. Professional development will be provided during scheduled PLC time.	Teachers/Admin September 2008- June 2009 Admin September 2008- June 2009 Teachers/Admin September 2008- June 2009	 Substitutes Conference/Travel Fees	 District SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, principal coffees, and school website. Individual student CST reports are mailed home each fall, and parent conferences are held in the fall and spring of each school year. Assessment and survey results are shared with the SSC, Site Strategic Planning Committee, and PTA. Parents and community volunteers are active in their support of students' academic performance. Volunteers support classroom instruction in all curricular areas. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Admin September 2008- June 2009 Teachers Admin Annually Teachers/Admin ongoing	Refreshments for coffees	PTA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Student data is reviewed during grade level meetings and PLC meetings twice each month. The Leadership Team meets monthly with administration. Results and progress toward school wide goals are evaluated through SSC in collaboration with the Site Strategic Planning Committee.	Admin/Teachers	Substitutes	SIP District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

Increase positive student behaviors through the development and consistent school-wide response to desired student behaviors as well as inappropriate student behaviors.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> The PeaceBuilders program is approved by the State and DMUSD School Board.	Teachers/Admin	Program license and resources.	District
<i>Improvement of instructional strategies:</i> Staff will review handbook playground rules and game rules along with other staff and duty personnel. Staff will participate in school-wide PLC planning and discussions to collectively determine effective school-wide responses to negative behavior. Staff will record the number of inappropriate student behaviors requiring redirection or intervention by an adult. Staff will participate in consistent positive student recognition system on the playground and in the classroom.	Teachers/Admin Sept. 2008 - June 2009		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Policies and procedures will be taught, supported, and reviewed with students using the Families structure, Eagle Eye News, assemblies and through the classroom teacher.	Teachers/Admin Nov. 2008 - June 2009		
<i>Staff development and collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning. Professional development will be provided during scheduled PLC time. Guest speakers will be scheduled to train staff during PLC Wednesdays.	Teachers/Admin September 2008- June 2009 Admin September 2008- June 2009 Teachers/Admin September 2008- June 2009 Admin	Presenter Fees	District SIP SIP/PTA
<i>Involvement of parents and community:</i> The plan and policies are shared with parents through the Parent/ Student Handbook and are posted on the school website. As new policies and plans are developed and implemented, the news will be shared at Principal Coffees, as a newsletter feature, and on the school website.	Admin September 2008- June 2009 Admin Ongoing		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Monitoring program implementation and results:</i> Implementation and results will be monitored through informal measures. Each grade level has the same grade level SMART goal which is monitored throughout the year. An analysis of progress toward SMART goal will take place monthly through the end of May. Data will be reviewed during school-wide PLC meetings each month. The Leadership Team meets monthly with administration. Results and progress toward school-wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.			

EL MAR UNION SCHOOL DISTRICT

CATEGORICAL PROGRAMS

SERVICES PROVIDED BY CENTRAL STAFF ADMINISTRATIVE SERVICE CENTER

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Ashley Falls

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 3,782	Supports ELD aide
School Improvement Program (SIP)	\$ 38,751	See Budget Page
Gifted and Talented Education (GATE)	\$ 7,089	Supports ESC Program

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Riann Ballenger		X			
Cindy Crew		X			
Julie Geisbauer		X			
Karina Greenway			X		
Doreen Hom				X	
Rich Koencke				X	
Carolyn Levin				X	
Wendy Maron				X	
Stefanie Schiff				X	
Shelley Petersen	X				
Numbers of members of each category	1	3	1	5	
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: November 13, 2008.

Attested:

Shelley Petersen

Typed name of school principal

Signature of school principal

Date

Wendy Maron

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Ashley Falls School School Improvement Program Approved Budget

Approved budget on October 2, 2008

Carryover from 2007/2008: \$4,670.00

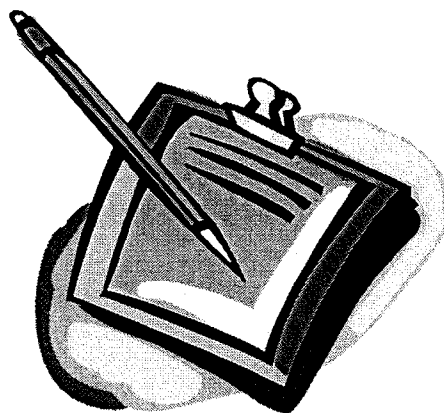
Total for 2008/2009: \$38,751.00 (includes carryover)

\$5,600	Everyone A Reader Program: supports struggling readers in K – third grade
\$11,151	Technology: software, printers, replacement hardware, site licenses
\$10,000	Certificated Academic Support Staff: differentiated instructional support (i.e., in class, small group support, enrichment)
\$10,000	Professional Learning Communities: release time, professional development, school plan development, professional resources
\$2,000	Supplemental Instructional Materials

Del Mar Union School District



2008 - 2009



Date Approved by School Site Council:

Date Approved by District Board of Trustees: **November 19, 2008**

David Jones, Principal

858-481-6789

djones@dmusd.org

School Vision and Mission

The following Mission Statement was established at Carmel Del Mar in 1993.

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.

We seek to create an environment which:

- *Develops basic skills, higher-level thinking, and problem solving strategies.*
- *Integrates technology across the curriculum.*
- *Instills a love of learning, a sense of humor, and a curiosity about the world.*
- *Promotes a social, environmental, and global consciousness.*
- *Encourages respect and caring for our physical and emotional well-being.*
- *Appreciates individual uniqueness and multi-cultural diversity.*
- *Fosters personal expression through both written and spoken language, and the arts.*

"At Carmel Del Mar School, I am able to become all I can be."

One of the primary components of a professional learning community is developing a Mission Statement, along with a set of Core Values (belief statements). Revisiting our school's Mission Statement and identifying the Core Values, or behaviors that guide our daily practices, is identified by the principal as a next step in moving forward as a professional learning community. This will take place during the 2009-10 school year.

School Profile

A description or profile of the school is not required, but is helpful in understanding the school, including:

- *geographical, social, cultural, educational and economic community base*
- *relevant information about the school district*
- *pre-kindergarten and other feeder programs and schools*
- *language, racial and ethnic make-up of the student body*
- *special categories of students or school staffing*
- *school facilities, including technology, library and media resources*
- *the number of instructional minutes provided*
- *the number of minimum days scheduled.*
- *other important characteristics of this school*

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u> , documented to be in daily use in every classroom, with materials for every student.	• Core Instruction: Houghton Mifflin • School-wide Intervention: Literacy Groups; Distar and Soar to Success
	1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u> , documented to be in daily use in every classroom, with materials for every student.	• Core Instruction: Everyday Math in grades K-3 and Glencoe in grades 4-6

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	• K-6 RLA Time: 8:00-10:00 Monday – Friday • Literacy Groups run 3-5 days each week in grades 1-6 for 30-45 minutes. • Math Time: 10:25-11:30 M, T, Th, F; 10:25-11:45 Wed. • Enrichment opportunities such as Math Logic and after school algebra are offered to students in grades 3-6.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.	• This program has been completed by the principal. • This program has been completed by the principal.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	• CDM has fully credentialed teachers in each classroom. • NA • NA • CDM credentialed teachers are CLAD certified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	On-going formative and summative assessments include: • Grade level formative assessments in line with state standards and Houghton Mifflin core instruction. • Grade level summative assessments in line with state standards and Houghton Mifflin core instruction. • District mandated DRA2 and QRI reading assessments. • Every grade level has an electronic tracking system to monitor student learning. • We have a school-wide electronic tracking system for all students in a Literacy Group. • All grade levels use assessments in line with state standards and the core curriculum.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	• The DMUSD has a district wide Literacy Committee. One teacher from each site is assigned to the committee. At CDM, Rebecca Jones is assigned to the committee and is used as a support and resource to all teachers at our school. • DMUSD resources in this area include: The district Assistant Superintendent of Curriculum, and our GATE math teacher, Linda Dugger.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	Collaboration for reading and math is as follows: • Grades K-3 have 120 minutes of planning time as a team on a weekly basis. • Grades 4-6 have 180 minutes of planning time as a team on a weekly basis. • Grades K-6 have an additional school-wide professional development or grade level planning time every other Wednesday from 12:45-2:45p.m.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	• The district provides each school with a Curriculum Map for all grade levels in the areas of Language Arts, Math, Science, and Social Studies.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Carmel Del Mar
2007 - 2008**

12 POINT INCREASE IN API

MET 13 OF 13 AYP CRITERIA

99% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	925				937			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	83.7	86.3	+2.6	Yes	86.1	86.7	+.6	Yes
Asian	88.5	96.2	+7.7	Yes	98.1	98.2	+.2	Yes
Hispanic	48.3*	61.9*	+13.6	*	58.6*	71.4*	+12.8	*
White	86.5	86	-.5	Yes	86.6	85.6	-1	Yes
English Learners	50*	83.3*	+33.3	*	73.5*	89.5*	+16	*

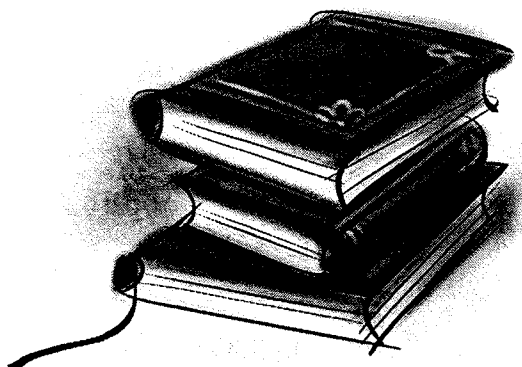
Students with Disabilities	56.3*	70.3*	+14	*	56*	66.7*	+10.7	*

**Not a significant subgroup*

CELDT
Scoring Levels

Carmel Del Mar	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	1	4%	1	2%
Level 2: Early Intermediate	3	11%	4	8%
Level 3: Intermediate	10	36%	14	27%
Level 4: Early Advanced	7	25%	16	31%
Level 5: Advanced	7	25%	17	33%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

As a professional learning community, we will improve student learning in reading/language arts as measured by state, district, and grade level assessments.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> • Grade levels utilize "essential standards" to teach the most important content. • Guided Reading taught at every grade level. • Differentiated instruction to meet individual needs of learners. • Grade levels utilize formative assessments to measure students' success and inform instruction within each team. • Each strand on formative assessments has a benchmark to determine mastery of the concept.	Ongoing September to June 2009	SIP budget has \$7,000 set aside to For the purpose of instructional materials and professional development related to this goal.	Houghton Mifflin core materials Supplemental guided reading materials Grade level assessment tracking sheets Grade level essential standards
<i>Improvement of instructional strategies:</i> • Differentiation of lessons	Literacy Groups will run October 15 –	NA	Houghton Mifflin core

• Guided Reading groups • School-wide intervention: Literacy Groups; students in small groups meet 3-5 times each week to improve phonics and comprehension. • Grade level teams use formative assessments to determine strengths and weaknesses of their instruction. Teams share strategies to target areas of weakness and improve student learning.	May 15		materials Soar to Success curriculum Distar curriculum Formative assessments
<i>Extended learning time:</i> • School-wide intervention: Literacy Groups; students in small groups meet 3-5 times each week to improve phonics and comprehension.	Answered in above category.	NA	Answered in above category

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<i>Goal # 1 continued</i>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> The Academic Learning Program (ALP) begins in January and is funded by the state. This is an intervention program for students needing to master basic skills in reading and math.	January to May	Funded by state	Provided by grade level team

<i>Staff development and collaboration:</i> Ongoing staff development will take place throughout the school year in the following areas related to this goal: • Summarizing Benchmark Statements • Writing Genres • Summarizing Rubrics • Grade level collaboration time to discuss formative assessments and improve instructional strategies or implement interventions. • Revisit grade level RLA essential standards	Ongoing September to June 2009	The money set aside in the SIP budget for professional development is addressed in above category.	Basic materials and supplies during staff development Wednesdays and outside resources as determined necessary by the staff and principal.
<i>Involvement of parents and community:</i> • Teachers deliver information on individual students at parent/teacher conferences. • Some grade levels use parents during the reading/language arts block to assist students with their reading skills. • All parents of students in a Literacy Group are informed of the intervention and are given strategies to assist their child at home.	Ongoing September to June 2009 and schedules October and February parent conferences.	NA	NA
<i>Monitoring program implementation and results:</i> The following assessment measures assist the principal and every grade level in monitoring student learning: • DRA2 – grades K-3 • QRI – grades 4-6 • Grade level formative and summative	Formative assessment timelines vary at each grade level. Estimated timelines of each assessment are submitted to the principal. DRA/QRI timelines	NA	DRA2 and QRI assessments Grade level formative assessments STAR test

assessments • STAR test results in grades 2-6	are set by district and are given in October, February and June STAR test is taken in May.		provided by state

DEL MAR UNION SCHOOL DISTRICT CATEGORICAL PROGRAMS

SERVICES PROVIDED BY CENTRAL STAFF ADMINISTRATIVE SERVICE CENTER

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and

	monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Carmel Del Mar

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 26,378	Salary of Candace Chun, ELL coordinator at CDM.
School Improvement Program (SIP)	\$ 29,203	To improve student learning as it relates to the school plan and district Vision For Excellence Strategic Plan.
Gifted and Talented Education (GATE)	\$ 7,089	To provide extended learning opportunities to high-achieving students in order to enrich the core curriculum.

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Darryl Gordon				X	
Trina Barbosa				X	
Claudia Ehrlich				X	
Allison Healy-Poe				X	
Patrick Elms				X	
David Jones	X				
Lisa Poleno		X			
Kay Francis		X			
Jason Bethurum		X			
Deanna Fox			X		
Numbers of members of each category	1	3	1	5	
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: _____.

Attested:

David Jones
Typed name of school principal

Signature of school principal

11-13-08
Date

Lisa Poleno
Typed name of SSC chairperson

Signature of SSC chairperson

11-13-08
Date

School Improvement Plan Budget Carmel Del Mar School 2008-09

Allocation for 08/09 = \$29,000

Carryover from 07/08 = \$10,000

- \$500 For Science consumable materials in K-6 classrooms. Materials may include: batteries, bulbs, seeds, soil, bridge building materials, etc.
- \$2,000 Science Lab equipment and supplies, and math enrichment materials.
- \$500 Annual upkeep of Accelerated Math includes: Internet access, number of students using the program, and scantron sheets.
- \$1,500 To support the Music program, including: materials and supplies, instruments, and materials for productions.
- \$1,500 To support the Art program, including: materials, supplies and the use of community artists, works of art, upkeep of kiln, and drawing workbooks.
- \$500 Physical education equipment.
- \$8,000 To support school-wide technology equipment, software, and supplies.
- \$4,000 Teacher professional development and substitute pay.
- \$9,000 Instructional Aide position.
- \$3,000 This will be a reserve account to be spent on items that may not fit into the above categories. However, money spent from this category will relate to the CDM and/or district strategic plan.
- \$4,000 To purchase additional materials related to Reading Language Arts, Mathematics, or Science
- \$4,500 Savings that will roll over to the 2009/10 school year.

TOTAL = \$39,000

Del Mar Union School District

DEL MAR HEIGHTS SCHOOL

Vision for Excellence

**Site Strategic Plan
2008 - 2009**



Date Approved by School Site Council:

Date Approved by District Board of Trustees:

Wendy Wardlow, Principal
858-755-9367
wwardlow@dmusd.org

School Vision

Del Mar Heights School, located in north coastal San Diego County, is one of eight elementary schools in the Del Mar Union School District. At Del Mar Heights, our commitment is to create a balanced educational program with a focus on the whole child. We have successfully developed a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and intellectual, emotional, and social growth. Through innovative programs such as Understanding Differences which promotes disability awareness, MARE – an in-depth study of oceans, service learning, and global studies which includes beginning conversational Spanish, Del Mar Heights students learn empathy, compassion, and develop a commitment to make the world a better place.

Our instructional program is grounded in rigorous, challenging curriculum. Well-trained professionals use high quality instructional materials and technology tools. Students become literate seekers of knowledge who develop critical thinking, problem solving, and communication skills. 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 collaborate 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.

The Del Mar Heights Global Village is a collaborative and dynamic partnership between the students, parents, teachers, and staff. We highly value this relationship and observe daily how powerful it can be when everyone is working together. By capitalizing on our collective talents, our school flourishes. Further school information is available at www.dmusd.org/heights.

School Mission

The Del Mar Heights Global Village Community fosters academic excellence,
creative expression and social responsibility to empower every child to
SOAR TO NEW HEIGHTS

School Profile

Del Mar Heights Elementary School is a small, safe, attractive learning community composed of 438 students in kindergarten through sixth grade. We celebrate the diversity of our families within which eighteen languages other than English are spoken. An environment of high expectations for social and academic success has created a positive child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county average and exhibit exemplary interpersonal skills in preparation to live in our global society.

The Del Mar Heights certificated staff includes a principal, 21 classroom teachers, and enrichment teachers offering instruction in art, music, physical education, technology, and Spanish, 2 special day classes, a resource support teacher, speech and language pathologist, and school psychologist. Support staff includes an administrative assistant and office assistant, health technician, Scientist in Residence, librarian, EL instructor, and 15 instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has highly qualified, caring teachers and support staff who are fully credentialed and who regularly collaborate using a Professional Learning Community model. Staff regularly attends workshops and conferences to strengthen their teaching strategies. Teachers work most often in collaborative teams, planning lessons together, analyzing the results of students' assessments, and planning ways to differentiate instruction to meet the needs of individual students.

Shared decision making is the norm at Del Mar Heights. We have weekly staff or Professional Learning Community team meetings, along with bi-monthly instructional aide staff meetings. The School Site Council (SSC), comprised of equal representation of parents and staff, meets regularly. Our active Parent Teacher

Association (PTA) is a lynch pin in support of the total school program. The Site Strategic Planning Team, composed of parents, staff and community members, meets annually with the SSC to review, update, and create new school goals. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs.

Del Mar Heights is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our Scientist in Residence to offer inquiry based science activities in our dedicated Science Lab. This same collaborative model is utilized in our Technology Lab giving our students the advantage of working with two credentialed teachers. To expand upon our Global Village focus, this year all students in kindergarten through sixth grade are learning beginning conversational Spanish.

In addition to the Extended Studies curriculum, students have the opportunity to participate in band, chorus, rock band, Mathletes, Iron Dolphin Running Club, Chess Club, Project Success, Kids Korps, and Dolphin Leadership. Each Spring our students share their accomplishments at our annual Band Concerts, Art Show, Science Fair, and Open House. Additionally, at least once in the year every grade level is featured in a special performance. These performances have included: kindergarten – patriotic assembly; first grade – Go Fish; second grade – Bugz; third grade – Star Search; and fourth grade – Gold Dust or Bust. Our fourth grade students immerse themselves in early California history during their Gold Rush Daze. And our fifth graders travel back into early American times as they assume the persona and learn trades which they share with the larger school community during our Colonial Trades Faire. All sixth graders participate in a great Heights' tradition our annual drama production which, in 2008, was the Sound of Music. The entire school community participates in our annual Winterfest and Dancefest celebrations.

Del Mar Heights is exceptionally proud of our students' success in mathematics competitions such as Continental Math League, Math 24, and Math Counts. In 2007 – 2008, our sixth grade student team placed 3rd in the state in the California Mathematics League.

A great strength of Del Mar Heights School is the strong level of parent and community support. Our dedicated volunteers facilitate classroom learning, activities, and events. Most classrooms use volunteers for a variety of support and instructional tasks. Our active PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes: Welcome Back Muffin Morning, Ice Cream Social, Red Ribbon Week, Oktoberfest, eScrip, gift wrap sales, Book Fair, Talent Show, Reflections contest, Carnival, Jogathon, Used Book Sale, Staff Appreciation activities, and mini-grants for staff members. The many thousands of hours of volunteer support help create the positive school atmosphere enjoyed at Del Mar Heights.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.	• All grade levels use the State Board-adopted Houghton Mifflin reading/language arts program • Everyday Mathematics program • Pilot programs: Harcourt, MacMillan McGraw Hill • A new State Board-adopted mathematics program will be adopted for the 2008-2009 school year

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	• Instructional time is given priority at all grade levels for English/Language Arts • Interventions are planned strategically and collaboratively managed by teachers at all grade levels for English/Language Arts • Instructional time is given priority at all grade levels for Mathematics • Interventions are planned strategically and collaboratively managed by teachers at all grade levels for Mathematics

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.	- School administrators have the opportunity to participate in AB 430 Principal Training Programs for Reading / Language Arts - Instructional Leadership opportunities will be explored when the new math program is adopted in 2008 - 2009

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	• All classrooms are staffed with fully credentialed teachers • All teachers have the opportunity to participate in many staff development opportunities to increase their competency in Reading/Language Arts • Special attention will be given to support all teachers when a new mathematics program is adopted for the 2008 – 2009 school year • All teachers on site hold a CLAD / BCLAD (or equivalent) authorization

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	The school utilizes an assessment and monitoring system including curriculum-embedded assessments for both English Language Arts and Mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	• The school provides instructional assistance to teachers in English Language Arts and Mathematics through district and state professional development programs • Teachers share best practices through their regular Professional Learning Community (PLC) collaboration

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	• The school facilitates and supports teacher and grade level collaboration through common prep time scheduling and early release Wednesday afternoons for PLC team meetings • Teachers participate in a PLC model to analyze data and student work to guide their short and long range instructional planning

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	• The district has created curriculum maps for English Language Arts and Mathematics to provide a pacing schedule and guide for the year • The mathematics curriculum map will be updated upon adoption of the new mathematics program in 2008 – 2009

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Del Mar Heights
2007 – 2008**

9 POINT DECREASE IN API

MET 15 OF 15 AYP CRITERIA

99% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	964				955			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	91.5	89.5	-2	Yes	92.4	91.9	-.5	Yes
Asian	91.5	90.7	-.8	Yes	93.2	92.6	-.6	Yes
Hispanic	72.2*	80*	+7.8	*	77.8*	93.3*	+15.5	*
White	93.3	91	-2.3	Yes	94.7	92.4	-2.3	Yes
English Learners	69.2*	*	*	*	76.9*	*	*	*
Students with Disabilities	74.5	74.5*	0	*	76.4	76.5*	+.1	*

**Not a significant subgroup*

CELDT
Scoring Levels

Del Mar Heights			2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning			1	9%
Level 2: Early Intermediate			0	0
Level 3: Intermediate			4	36%
Level 4: Early Advanced			4	36%
Level 5: Advanced			2	18%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

1. Reading comprehension strategies will be emphasized at all grade levels.
2. Students in upper grades will be taught reading strategies to support comprehension of expository text, including social studies and science texts.
3. All classes will participate in vocabulary development and fluency exercises .

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> - The Standards-Based core instructional program utilizes district and state adopted curriculum - Supplemental materials are aligned with California state content standards	All Staff August 2008 – June 2009		
<i>Improvement of instructional strategies:</i> - Grade level PLC teams will create annual SMART goals based on data analysis of areas needing improvement - Teachers collaborate with PLC teams - Vertical articulation - Supplementary reading comprehension materials to improve student achievement will be purchased - Technology Lab will be used to support reading comprehension - Classroom technology including computers, projection systems, United Streaming lessons - Accelerated Reader in grades 4 - 6	All Staff August 2008 – June 2009 Technology Teacher August 2008 – June 2009 Technology teacher and gr. 4 – 6 teachers	Substitute daily rate Supplementary materials Technology hardware, software, site licenses Accelerated Reader site license	SIP District and SIP funds SIP

<i>Extended learning time:</i> - Teachers and principal will analyze STAR student data to guide instructional support services - Universal access - Team Teaching	All staff August 2008 – June 2009	Supplemental materials	SIP

<i>Increased educational opportunity:</i> - Instructional assistant to offer reading support to at-risk students in grades K - 2 - Academic Learning Program to provide reading support to students in grades 2 – 6 - Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards	Instructional Asst. August 2008 – June 2009 ALP support teacher December 2008 – April 2009	Instructional Assistant salary Substitute teacher pay	SIP District funds
<i>Staff development and collaboration:</i> - PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration - Vertical articulation - District and site professional development training	All staff August 2008 – June 2009 District and site leadership August 2008 – June 2009	Substitute teacher pay	SIP District and SIP funds
<i>Involvement of parents and community:</i> - Everyone a Reader - Curriculum Nights (Nov., Mar., and May) - Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA - School website and teacher weblogs	Parent and Community Volunteers August 2008 – June 2009 All staff Nov., Mar, May	High interest leveled books Child care, hand-outs	PTA funds PTA funds
<i>Monitoring program implementation and results:</i> - District assessments including DRA and QRI - PLC analysis of student progress - ALP analysis of student progress	All staff August 2008 – June 2009	Substitute teacher pay	District and SIP funds

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

1. All classes will utilize common writing strategies including those from Six Traits of Writing and Step Up to Writing.
2. Grade level teams will develop and tri-annually administer, score, and analyze writing prompts aligned with state standards.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> • The Standards-based core instructional program utilizes district and state adopted curriculum • Supplemental materials are aligned with California state content standards • District and grade level writing resource binders will be utilized	All staff August 2008 – June 2009		
<i>Improvement of instructional strategies:</i> • Grade level PLC teams will create annual SMART goals based on data analysis of areas needing improvement • Six Traits of Writing • Step Up to Writing • PLC collaboration • Vertical articulation • Supplementary writing materials to improve student achievement will be purchased • Technology Lab will be used to support writing • Classroom technology including computers, projection systems, United Streaming lessons	All staff August 2008 – June 2009 Technology Teacher August 2008 – June 2009	Supplementary writing materials Technology hardware, software, site licenses	SIP District, SIP and PTA funds

Extended learning time: - Teachers and principal will analyze STAR student data to guide instructional support services - Universal access - Team teaching - Academic Learning Program	All staff August 2008 – June 2009	Supplementary writing materials	SIP
	ALP support teacher December 2008 – April 2009		District funds

Increased educational opportunity: - Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards - Writing across the curriculum	All staff August 2008 – June 2009		
Staff development and collaboration: - PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration - Vertical articulation - District and site professional development training	All staff August 2008 – June 2009 District and site leadership August 2008 – June 2009		District and SIP funds
Involvement of parents and community: - Classroom volunteers - Curriculum Nights (Nov., Mar. and May) - Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA - School website and teacher weblogs	Parent and community volunteers August 2008 – June 2009 All staff Nov., Mar, and May	Child care, hand-outs	PTA
Monitoring program implementation and results: - Triannual District Writing Assessments - Monthly school site writing assessments	All staff August 2008 – June 2009		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 3 for Improving Student Achievement:</u> 1. All classes will use common problem solving strategies and protocols within and across grade levels. 2. Mathematical vocabulary will be explicitly taught.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> • The core instructional program utilizes District and State adopted materials • Supplemental materials are aligned with California state content standards • New Standards-based State adopted materials are being piloted • New mathematics adoption in 2008 - 2009	All staff August 2008 – June 2009		
<i>Improvement of instructional strategies:</i> • Grade level PLC teams will create annual SMART goals based on data analysis of areas needing improvement • Students will be assessed before each unit of study and grouped between classes in grade 3 • Students will be grouped between classes and across grade levels in grades 4 - 6 • PLC collaboration • Vertical articulation • Supplementary materials to improve student achievement will be purchased	All staff August 2008 – June 2009	Supplementary materials	District, SIP, and PTA funds

- Technology Lab will be used to support mathematics instruction - Classroom technology including computers, projection systems, United Streaming lessons	Technology Teacher August 2008 – June 2009	Technology hardware, software, site licenses	District, SIP, and PTA funds
<i>Extended learning time:</i> - Teachers and principal will analyze STAR student data to guide instructional support services - Universal access - Team teaching			

<i>Increased educational opportunity:</i> - Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards - Math competitions - Lunch time and after school Math Clubs	All staff August 2008 – June 2009 Parent and community volunteers August 2008 – June 2009	Competition fees	School site and GATE funds
<i>Staff development and collaboration:</i> - District and site professional development training - Conferences - Intensive institutes - PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration - Vertical articulation	District and site leadership August 2008 – June 2009 All staff August 2008 – June 2009	Conference registration and staff development expenses	District, SIP, and PTA funds
<i>Involvement of parents and community:</i> - Classroom volunteers - Math competitions and clubs - Curriculum Nights (Nov., Mar., and May) - Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA - School website and teacher weblogs	Parent and community volunteers August 2008 – June 2009 All staff Nov., Mar., May	Competition fees Child care, hand-outs	School site GATE funds PTA

<i>Monitoring program implementation and results:</i> • Classroom imbedded assessments • PLC data analysis	All staff August 2008 – June 2009		

**DEL MAR UNION SCHOOL DISTRICT
CATEGORICAL PROGRAMS**

**SERVICES PROVIDED BY CENTRAL STAFF
ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provides assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provides assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Del Mar Heights

2008 – 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 3,277	• EL Instructional Assistant • EL Examiner
School Improvement Program (SIP)	\$ 30,060	• Curricular support across all grade levels • Supplemental instructional materials and resources • Staff development and training
Gifted and Talented Education (GATE)	\$ 7,089	• Academic competitions and enrichment activities to extend learning • Staff development to differentiate learning

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Eileen Graddy		X			
Paul Harmon				X	
Mary Slattery Johnson				X	
Melinda Johnson				X	
Margaret Pope				X	
Wendy Wardlow	X				
Gina Williams		X			
Kathy Zack			X		
Numbers of members of each category	1	2	1	4	
Total for each group (must be equal)	4			4	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: _____.

Attested:

Wendy Wardlow
Typed name of school principal

Signature of school principal

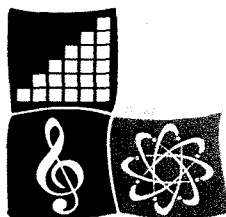
Date

Mary Slattery Johnson
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Del Mar Hills



ACADEMY OF ARTS & SCIENCES

*imagine - aesthetics - discovery**expression - innovation - self-reflection*37-68056-011015

CDS Code

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Susan Fitzpatrick
Position: Principal
Telephone No: 858.755-9763
Address: 14085 Mango Drive
 Del Mar, CA 92014
E-mail Address: sfitzpatrick@dmusd.org

Date Approved by School Site Council:

Date Approved by District Board of Trustees:



Del Mar Union School District
 225 Ninth Street
 Del Mar, CA 92014

School Mission and Vision

Del Mar Hills Academy is committed to the education and enhancement of the total child. Recognizing that learning is an ongoing process, the Academy seeks to provide an educational program which:

- Stimulates and motivates children to build a positive self concept;
- Encourages democracy, inquisitiveness, and self-direction;
- Develops insight into and appreciation of individual strengths and weaknesses;
- Inspires children to reach their highest potential of individual growth;
- Provides opportunities to apply mastered skills in order to achieve new learning;

School Profile

Throughout the years, Del Mar Hills Academy 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 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 33-year tradition of educational excellence. Our staff is second to none and our parents are actively involved. Our science, art, music, and two 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!

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent state-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student. 1.3 The school provides physical education instruction by classroom teachers and a certificated physical education teacher. 1.4 The school provides the most recent State Board-adopted instructional programs, in <u>science and social studies</u> documented to be in use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Del Mar Hills Academy are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. The instructional day is protected from excessive interruptions. Additional time is scheduled for reading intervention and mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a state-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a state-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics</u> program, K-6.	The principal has attended and completed AB75. Once a new math program has been adopted (Spring 2009), the principal will attend the AB 430 Principal Training Program, Module 1.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Del Mar Hills Academy are fully credentialed and possess either a CLAD or BCLAD certificate. Professional development opportunities are identified to support the achievement of SMART goals. Over the last year, teachers have attended a variety of conferences selected for their breadth, connectedness to the state standards, and relevance. These conferences include: Writing Strategies That Work (Six Traits), Working with Autism, Using Guided Reading and Comprehension Strategies, Mean Girls, Creative Math Centers, Adaptive PE, Helping the Disorganized Child, California Kindergarten and First Grade Conferences, Media Specialist Conference. Participation in this professional development in combination with workshops attended through BTSA, site and District presentation equate to more than 1,200 hours. Del Mar is currently piloting a new mathematics series. When a new series is adopted, SB 472 will be offered to all teachers. When a new language arts series is adopted, teacher training in SB 472 will be offered.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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 as well as those who are English Language Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	Colleague coaches in the area of reading and mathematics, support teachers at all grade levels in a variety of ways. Coaches assist with multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, the coach and colleagues then work with the classroom teacher to develop an instructional plan designed to support the child at their instructional level and move them closer to meeting or exceeding grade level proficiency. Content coaches and other teacher mentors act as a liaison between district level committees and the school site. These coaches and mentors share information relevant to the continuous development of effective instructional practices with the Del Mar Hills staff during predetermined site PLC collaboration meetings. Academic Support staff has been hired to help students in Language Arts and Mathematics. These support staff members work with small groups of children who are either exceeding grade level standards or who are scoring basic or below on the CST.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	The structure of the Del Mar Hills instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialog occurs between and among grade levels. During weekly grade level collaboration time and twice monthly school wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education and grade level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	The District has provided a pacing guide which was last updated in August 2004. In Spring 2007, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those state standards that students must master in order to be successful at the next grade level. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Del Mar Hills Academy
2007 - 2008**

6 POINT DECREASE IN API

MET 9 OF 9 AYP CRITERIA

99% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	921				915			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	80.6	77.8	-3	Yes	81.7	83.7	+2	Yes
Asian	85.2*	75*	-10.2	*	92.6*	90.6*	-2	*
Hispanic	21.7*	45.8*	+24.1	*	34.8*	45.8*	+11	*
White	86.7	82.7	-4	Yes	86.2	87.2	+1	Yes
English Learners	36.4*	45.8*	+9.4	*	63.6*	58.3*	-5.3	*
Students with Disabilities	55.6*	60*	+4.4	*	70.4*	80*	+9.6	*

**Not a significant subgroup*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

Continue to use Professional Learning Communities (PLC) and data-driven instruction to improve the percent of students scoring at Proficient or Advanced on the CST.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in mathematics and language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/Admin Aug. 2008 - June 2009	District provides texts and consumables Supplemental materials	SIP Lottery
<i>Improvement of instructional strategies:</i> Grade levels will use data to determine yearly focus in areas of language arts and mathematics. Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering mathematics and/or language arts standards. Technology will be purchased to increase and/or maintain current hardware and software. Supplemental materials for math and language arts will be purchased.	All instructional staff August 2008– June 2009 Admin/Technology Teacher Teachers/Admin	Software/hardware repair	SIP SIP, PTA, Lottery

<i>Goal # 1 continued</i>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
Supplemental materials for English Learners will be utilized.	Teachers		
<i>Increased educational opportunity:</i>			
Students demonstrating a need for additional academic support in 2 nd through 6 th grade will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to grade level benchmark assessments such as the DRA, QRI, or mathematics unit tests.	Teachers/Admin/ Academic Support Staff November 2008- May 2009	Personnel	District SIP
Students in first and second grade falling below grade level benchmarks will participate in Everyone a Reader or Ready to Read program.	Teachers/Admin EAR Coordinator November 2008- June 2009	Personnel	SIP
<i>Staff development and collaboration:</i>			
The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities.	Teachers/Admin September 2008- June 2009		
The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning.	Admin September 2008- June 2009		
Professional development will be provided during scheduled PLC time.	Teachers/Admin September 2008- June 2009	Substitutes Conference/Travel Fees	District SIP

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, and school website. Individual student CST reports are mailed home each fall, and parent conferences are held in the fall and spring of each school year. Assessment and survey results are shared with the SSC, ELAC, Site Strategic Planning Committee, and PTA. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Admin September 2008-June 2009 Teachers Admin Annually School Staff/Admin Ongoing	Refreshments for coffees	PTA
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Student data is reviewed during grade level meetings and PLC meetings twice each month. Results and progress toward school wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.	Admin/Teachers	Substitutes	SIP District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

Expand and improve use of the PeaceBuilder's program to enhance and build positive school climate.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> The PeaceBuilders program is approved by the State and DMUSD School Board.	Teachers/Admin	Program license and resources.	District
<i>Improvement of instructional strategies:</i> Staff will review handbook playground rules and game rules along with other staff and duty personnel Staff will participate in school-wide PLC planning and discussions to collectively determine effective school-wide responses to negative behavior. Staff will record the number of inappropriate student behaviors requiring redirection or intervention by an adult. Staff will participate in consistent positive student recognition system on the playground and in the classroom	Teachers/Admin Sept. 2008 - June 2009		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

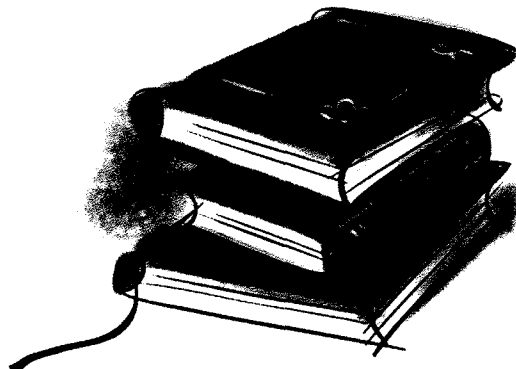
Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Policies and procedures will be taught, supported, and reviewed with students using the Families structure, assemblies and through the classroom teacher.	Teachers/Admin Nov. 2008 - June 2009		
<i>Staff development and collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning. Professional development will be provided during scheduled PLC time. Guest speakers will be scheduled to train staff during PLC Wednesdays.	Teachers/Admin September 2008- June 2009 Admin September 2008- June 2009 Teachers/Admin September 2008- June 2009 Admin	Presenter Fees	District SIP SIP/PTA
<i>Involvement of parents and community:</i> The plan and policies are shared with parents through the Parent/ Student Handbook and is posted on the school website. As new policies and plans are developed and implemented, the news will be shared as a newsletter feature, and on the school website.	Admin September 2008- June 2009 Admin Ongoing		
<i>Monitoring program implementation and results:</i>			

Implementation and results will be monitored through informal measures. Each grade level has the same grade level SMART goal which is monitored throughout the year. An analysis of progress toward SMART goal will take place monthly through the end of May. Dats will be reviewed during school-wide PLC meetings each month. Results and progress toward school-wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.			

CELDT
Scoring Levels

Del Mar Hills Academy	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	9	33%	3	11%
Level 2: Early Intermediate	3	10%	1	3%
Level 3: Intermediate	17	62%	6	20%
Level 4: Early Advanced	15	56%	10	33%
Level 5: Advanced	6	22%	6	20%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



**DEL MAR UNION SCHOOL DISTRICT
CATEGORICAL PROGRAMS**

**SERVICES PROVIDED BY CENTRAL STAFF
ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Del Mar Hills Academy

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 15, 190	Supports ELD aide
School Improvement Program (SIP)	\$ 23,468	Supports: K-6 Mind Institute Math Blended Class Aide PLC/Differentiation/Release time PeaceBuilder Program Early Academic Learning Program Supplemental materials for Language Arts and Math
Gifted and Talented Education (GATE)	\$ 7,089	Supports ESC Programming

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Susan Fitzpatrick	X				
Lisa Mullins		X			
Nancy Goodman		X			
Nancy Swanberg		X			
Cheryl Dennish			X		
Per Cederstav				X	
TBD				X	
TBD				X	
TBD				X	
TBD				X	
Numbers of members of each category	1	3	1	5	
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: _____.

Attested:

Susan Fitzpatrick

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Del Mar Hills
2008-09

SIP: School Improvement Program

Object Code	Description	SIP
1100-010	Certificated Personnel Hourly	\$1,000.00
1100-020	Certificated Substitutes	\$6,300.00
2000-2999	Classified Personnel Salaries	\$3,900.00
3000-3999	Employee Benefits (15%)	\$1,680.00
4200-000	Other Books	
4300-010	Materials, Books and Supplies	\$8,088.00
4400-000	Non-capitalized Equipment	
5200-000	Travel and Conference	
5800-095	Other Contracts	\$2,500.00

TOTALS

\$23,468.00

Principal's Signature

Date

A large, stylized handwritten signature in black ink, appearing to be a combination of letters and a dollar sign.

Del Mar Union School District

OCEAN AIR

**Vision for Excellence
Site Strategic Plan**

2008 - 2009

Date Approved by School Site Council: September 18, 2008

Date Approved by District Board of Trustees:



Gary Wilson, Principal

858-481-4040

gwilson@dmusd.org

School Vision and Mission

Supported by an involved community, an outstanding staff, and is committed to providing a rigorous, inspiring and nurturing educational program that is continually evolving to develop well-rounded individuals who embrace learning for life, and who are prepared to meet the challenges of the future.

Ocean Air Elementary School incorporates a Professional Learning Communities philosophy, where every child's needs academically and emotionally are met. Our entire staff and community are committed to provide the best possible program opportunities for every child. We also are committed to the PeaceBuilder's Pledge:

I AM A PEACE BUILDER. I PLEDGE TO PRAISE PEOPLE, TO GIVE UP PUTDOWNS, TO SEEK WISE PEOPLE, TO NOTICE AND SPEAK UP ABOUT HURTS I HAVE CAUSED, TO RIGHT WRONGS, TO HELP OTHERS. I WILL BUILD PEACE AT HOME, AT OCEAN AIR, AND IN MY COMMUNITY EACH DAY.
a shared vision for academic excellence, Ocean Air Elementary School.

School Profile

Ocean Air Elementary School opened its doors August 25, 2007, to neighborhood children in grades Kindergarten through Sixth. As a school community, we have come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment opportunities, and a broad base of knowledge. Students meet or exceed rigorous State Standards. The student population of 650 represents eight different ethnic groups and eighteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued here at school. Through a commitment to social, emotional and physical well-being, there exists an environment that maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of the community.

Ocean Air Elementary School is a nurturing, cooperative, learning environment that promotes responsible citizenship. In alliance with parents, community members, organizations, and businesses, we provide opportunities for learning and service in a setting that is meaningful and engaging for all learners. The Ocean Air community embodies shared decision-making, creating a sense of belonging and ownership in our school. This foundation empowers children to become self-confident, intrinsically motivated, and successful life-long learners.

The Ocean Air Staff is committed to working as a professional learning community to build a school of high achieving learners that foster independence in a supportive environment. The staff members are knowledgeable, life-long learners who model creative problem solving through an interactive approach to curriculum development, student grouping, and instructional design. By providing access to, and experience with, state of the art resources, the staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information.

The entire Ocean Air School community is committed to providing an enriched, balanced, educational experience for all of our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extends beyond. Students at Ocean Air also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science, physical education, drama, and assorted lunch clubs. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents that cross State Standards and a broad scope of disciplines.

CADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at OAS are currently using the adopted standards-based materials as the core instructional program. The District has also begun the work of identifying essential standards and creating assessments that measure the degree of which the standards have been met. Standards-based instructional materials adopted by DMUSD have been purchased and are being used in all classrooms. Materials have been purchased for all core content subject areas and are appropriate to all student groups at all levels. Supplemental materials are provided for grade levels based on student needs and teacher decisions.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	All Ocean Air School students participate in appropriate amounts of instructional time in all content areas. All curriculum time periods are over and above the State Guidelines.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics</u> program, K-6.	The Ocean Air School Principal has attended numerous trainings over the last five years including the following: * Disaster Preparedness • Everyone a Reader Training • Professional Learning Communities • Step up to Mathematics through the San Diego County Office of Ed. • Conference on the Over Indulged Child.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Ocean Air School are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	Ocean Air School teachers utilize many types of assessments to monitor student progress towards meeting the State standards. Different assessments are used according to the student's grade level. Assessments include, but are not limited to: The California Standards Test (CST), Otis Lennon Student Achievement Test, (OLSAT), and California English Language Development Test (CEDLT), DMUSD Writing prompts, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), essential Standards Assessments, and formative assessments as part of the District adopted curriculum materials.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	Each year teachers attend a variety of conferences selected for and to enhance their knowledge and connectedness to the State Standards. These conferences include: Writing Strategies That Work (Six Traits), Working with Autism, Using Guided Reading and Comprehension Strategies, Marcy Cook Mathematics, California Kindergarten, First, and Third Grade Conferences, Media Specialist Conference, CUE Conference, Increasing Reading Fluency, QRI/ DIBELS training, Anti Bullying and Peace Builders Training. Teachers participate in these professional development sessions in combination with workshops attended through BTSA, site and District presentations given throughout the year. SMART GOALS and school-wide goals are reviewed and degrees of achievement are measured using data, teacher reflection, and principal observation.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	Working as a Professional Learning Community (PLC) ensures the close alignment between school-wide goals and grade level SMART goals. These Strategic and specific Measurable, Attainable, Results-based, and Time-bound (SMART) goals are the foundation used to develop a specific plan of action designed to ensure students meet or exceed grade level standards. Through this process for planning, monitoring and improving academic programs, essential performance standards are identified, benchmarks are established and common assessments used to monitor progress are developed. Additional, professional development opportunities are identified to support the achievement of SMART goals. As part of the ongoing process for revising and evaluating school-wide professional development, student performance on multiple measures combined with teacher reflection, assists in evaluating the effectiveness of instructional practices. Students who are not yet proficient are one of the driving forces in choosing an area of professional growth. During team PLC time, test scores and data from daily instruction are compared, and individual students, or groups of students are targeted based on classroom performance and the retention of key concepts. When students struggle to meet essential grade level standards, areas of necessary professional growth are identified and met.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	All grade level teams plan for annual instruction according to the District pacing schedules for language arts and mathematics.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Ocean Air
2008-2009**

API IS NEW THIS YEAR AT 956

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	N/A				956			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide		90.3		Yes		88.3		Yes
Asian		93.6		Yes		97.1		Yes
Hispanic		68.8*		*		75		*
White		89.4		Yes		82.8		Yes
English Learners		76.7*		*		88.4		*
Students with Disabilities		60.5		*		55.3		*

**Not a significant subgroup*

CELDT
Scoring Levels

Ocean Air			2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning			0	0
Level 2: Early Intermediate			2	7%
Level 3: Intermediate			5	17%
Level 4: Early Advanced			9	31%
Level 5: Advanced			13	45%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

Ocean Air will increase all students' performance in English Language Arts as measured by formal and informal grade level assessments, district assessments, and CST.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in language arts are aligned to State content standards and are approved by the State and the DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/ Administrators May 2008-June 2009	District provides texts and consumables Supplemental materials	\$2,500 Lottery SIP
<i>Improvement of instructional Strategies:</i> Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Grade levels will focus on teaching to improve student writing (6 Traits) and select professional development that focuses on 6 Traits Writing Grade levels will use a common language for teaching reading and writing skills Grade levels will implement a standard computer based reading assessment	All teams August 2008-June 2009 Language Arts Committee and Administration	Instructional materials to support team SMART goals Additional instructional materials that align with 6 Traits Writing Personnel and materials	SIP \$2,000

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<i>Goal # 1 continued</i>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Ocean Air School will develop and use a means of communication to track student progress in reading and writing across grade levels (ex: portfolios and EZ Grade Pro student reports) Classroom teachers will regularly provide differentiated instruction to support all students in mastering /exceeding language arts standards Teachers will develop strategies for assisting students to reflect on their own reading and writing growth. Ex: Students assess their writing through use of student rubrics. Teachers will use mentor texts to model effective reading/writing strategies for students Technology will be purchased to increase and to maintain current hardware and software Students demonstrating a need for additional academic support will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to the grade level benchmark, assessments such as QRI, DRA, or mathematics unit	Principal and Administrator PLC to advocate student data management system. District and site technology teams Grade level teams Staff development provider August 2008-June 2009 District Technology Committee and Principal's Council Classroom teachers and grade level teams	Supplemental materials for advanced learners, remediation, and English Learners District instructional materials, substitute costs Supplemental texts Classroom computers, workstations, web-based instructional programs Substitute teacher hourly Focusing on ALP needs Supplemental materials used EAR Coordinator and volunteers utilizing leveled books	Block Grant \$2,000 SIP \$2,000 Library funds \$500 SIP \$2,000 PTA (TBD) District Funds (TBD)

tests. Students in first and second grade falling below grade level benchmarks will participate in the Everyone a Reader Program			District \$5,000 SIP and Library Funding
<i>Staff development and collaboration:</i> The first and third Wednesdays of each month are used for either school wide or grade level Professional Learning Communities work. The Extended Studies Schedule will be coordinated to allow grade level teams common planning time for the purpose of further collaboration. Professional Development will also be provided during scheduled PLC time. Staff Development will occur according to needs determined by analyzing student data and according to the needs associated with the acquisition of additional instructional materials. Vertical articulation to engage in inquiry of strategies to differentiate for students needing more support or to extend and challenge. On-site and off-site staff development will be provided to address action steps, based on grade level needs		Consultant fees Registration and travel Substitutes	SIP: \$2,000 District Funds TBD District Funds or SIP
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, principal's coffees, and the school web site. Parents receive individual student		Refreshments and coffee are served	PTA funds

reports that are mailed home each fall, and parent conferences are held in the fall and spring of each school year. Assessment and survey results are shared with the SSC, ELAC, Site Strategic Planning Committee, PTA, and Principal's Council Parents of struggling students are involved in the discussion and development of effective strategies for success through the (SST) Student Study Team process			
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at the mid-year and again at the end of the year. Student data is reviewed during grade level meetings and PLC meetings twice each month. The Principal's Cabinet meets monthly with administration. Results and progress toward school wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u>			
Ocean Air will increase all students' performance in mathematics as measured by formal and informal grade level assessments, district assessments, and CST.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks and those selected in 08-09 as adoption pilots in mathematics are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with the California State content standards.			District Funds SIP: \$2,000
<i>Improvement of instructional strategies:</i> Select and implement school wide math facts program that includes structure to track student progress across grades in addition, subtraction, multiplication, and division Compare existing math facts program/supplements, with adoption pilot materials Analyze student progress data from mathematics curriculum to identify strengths, needs, and next steps in teaching/learning, problem solving and math reasoning. Incorporate daily problem solving and math reasoning	*Administrator *Teachers *Strategic Planning Committee *Principal's Council Site and District Technology Committees	Supplemental materials Substitutes teacher hourly funds	District Funds SIP \$2,000 Refer to Goal #1

<i>Extended learning time:</i> Students will participate in after school or weekend learning opportunities for academic support or extension. Appropriate instruction will be determined based on student needs as identified by their teachers.	Part time certificated teachers Grade level teams	Teacher hourly and substitute stipends Academic competition registration	District funds SIP: \$1,000 District GATE funding
<i>Increased educational opportunity:</i> Students demonstrating a need for additional academic support in 1st through 6th grade will have the opportunity to participate in the Academic Learning Program. Students who score 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to grade level benchmarks assessments such as DRA, QRI, or mathematics unit tests. Staff development and collaboration Refer to Goal #1	Classroom teachers and grade level teams ALP Teacher Special Ed Team	Substitute Teacher hourly rate Supplemental materials EAR Coordinator Leveled books	District: \$5,000 SIP: \$4,000 SIP and District Funding
<i>Involvement of parents and community:</i> Refer to Goal #1			
<i>Monitoring program implementation and results:</i> Refer to Goal #1			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 3 for Improving Student Achievement:

Ocean Air School will continue to foster a climate that provides a safe and productive learning atmosphere to be measured by the school community and district survey of students, parents, and staff.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> The Peace Builders curriculum meets California State and Federal guidelines and is one of the approved programs for character education.	Teachers, Administrator May 1998-June 2009	District provides textbooks and consumable materials to implement the program	District
<i>Improvement of instructional strategies:</i> Create school-wide discipline plan and rules with consistent consequences Review school-wide rules and behavioral expectations at the beginning of the year with entire student body. Review again mid-year through assemblies, announcements, and student council Post school-wide rules in each classroom including the Peace Builder's Pledge Maintain alternative lunchtime activities so students have multiple options available Each classroom will establish a consistent classroom meeting	Teachers Administrator August 2008 Review January, 2009 Support staff on the playground, and volunteers monitored, met with on a regular basis to review rules and share best practices and new strategies	Supplemental materials Volunteer coordinator Materials, and supplies Assemblies	District funds PE and PTA funding

(Morning meeting) schedule			
Prepare school-wide Peace Builders lessons and review best practices throughout the year			

Goal # 3 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Peace Builders lessons will be taught weekly Incorporate Peace Builders lessons into morning meetings Utilize Praise Notes often as possible	Teachers and staff August 2008 and all year through June 2009. Administrator Teachers, classified		
<i>Staff development and collaboration:</i> All staff members have received training in order to effect implementation of the school-wide program. The first and third Wednesdays of each month will be used for either school-wide or grade level Professional Learning Communities.	Administrator and new staff are added Administrator and all staff August 2008-June 2009		See Goals 1 and 2
<i>Involvement of parents and community:</i> See Goal # 1			
<i>Monitoring program implementation and results:</i> See Goal # 1			

DEL MAR UNION SCHOOL DISTRICT CATEGORICAL PROGRAMS

SERVICES PROVIDED BY CENTRAL STAFF ADMINISTRATIVE SERVICE CENTER

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Ocean Air

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 8,320	Instructional assistant Supplemental materials Translation services ELAC – Parent involvement
School Improvement Program (SIP)	\$ 38,102	Instructional materials and supplies, conference costs, teacher hourly and substitute stipends
Gifted and Talented Education (GATE)	\$ 7,089	Supplemental materials Registration for competitions and contests Conference fees

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
MR. GARY WILSON	X				
MR. MARIO MANZANO				X	
MRS. BETSY MACKEY				X	
MRS. PAMELA COUVIGNOU				X	
MR. ROBERT BOYER				X	
MRS. PAMELA MCDONNELL				X	
MISS DANIELLE ROCHE		X			
MRS. MONICA TECH		X			
MRS. LILLIAN RUTLEDGE			X		
MRS. PAM BALDWIN			X		
MRS. SVETLANA MARIC (ELL Advisory Rep, a non-voting member)					
Numbers of members of each category	1	2	2	5	
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: October 16, 2008

Attested:

Gary Wilson

October 16, 2008

Typed name of school principal

Signature of school principal

Date

Mario Manzano

October 16, 2008

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Del Mar Union School District



Sage Canyon Elementary School

Vision for Excellence Single Plan for Student Achievement 2008 - 2009

Date Approved by School Site Council: *November 3, 2008*

Date Approved by District Board of Trustees:

*Peg LaRose. Ed.D, Principal
858-481-7844
plarose@dmusd.org*

School Mission and Vision

Sage Canyon and the Del Mar Union School District are committed to our common mission –

*Supported by an Involved Community,
An Outstanding Staff And,
A shared Vision for Academic Excellence,
The Del Mar Union School District
Is Committed to Providing a Rigorous,
Inspiring and Nurturing Educational Program
That is Continually Evolving to Develop
Well-Rounded Individuals Who Embrace
Learning for Life and Who Are Prepared
To Meet the Challenges of the Future.*

We believe that...

- Every individual has worth
- Individuals deserve the opportunity to reach their potential
- Learning is a life-long process
- Everyone has the right to be safe
- Everyone can make a difference
- Individuals and communities have responsibilities to each other
- The uniqueness of individuals enriches the community

We believe in...

- Honest and integrity
- Treating others with respect
- The principles of democracy

School Profile

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year we enthusiastically begin our eighth year serving 739 students in 34 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 20:1 and fourth through sixth grade maintain a 27:1 ratio.

We are committed to providing a nurturing and inspiring educational program for all of our students. Our goal is that each student realizes his or her potential through our challenging and differentiated academic program. In addition, we want each child to develop strong self-esteem, good character, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool in learning.

Through our Extended Studies Curriculum (ESC) Program, we offer weekly classes taught by credentialed specialists to students in visual art, choral and instrumental music, technology, physical education and science lab.

We are particularly proud of our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of parents. There is no doubt that Sage Canyon is thriving because of parental commitment and involvement. A school is as strong as the partnerships between its community of parents, staff and students. Sage Canyon is living proof of this!

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Sage Canyon are currently using the adopted standards-based materials as the core instructional program.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. K 60 minutes daily 1-3 2.5 hours daily 4-5 2 hours daily 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: K 30 minutes daily 1-5 30-45 minutes daily 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: K 30 minutes daily 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: K-5 15 minutes daily 6 30 minutes daily	Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. The instructional day is protected from excessive interruptions. Additional time is scheduled for reading intervention and mathematics.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics</u> program, K-6.	Once a new math program has been adopted (Spring 2009), the principal and vice principal will attend the AB 430 Principal Training Program, Module 1.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Sage Canyon School are fully credentialed and possess either a CLAD or BCLAD certificate. The assistant principal and classroom teachers participated in SB472 training, when the adopted language arts curriculum, Houghton-Mifflin, was adopted by DMUSD in 2003-2004

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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 as well as those who are English Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	Teachers at all grade levels work together as a Professional Learning Community (PLC). By collaborating with peers, teachers support each other in the area of reading and mathematics. Colleagues coach each other in the areas of reading and mathematics and support teachers at all grade levels in a variety of ways. Colleagues assist with multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work with each other to develop instructional plans designed to support the children at their instructional level and move them closer to meeting or exceeding grade level proficiency. Site teacher leaders serve as members of district wide language arts and math committees. The teacher leaders share information relevant to the continuous development of effective instructional practices with the Sage Canyon staff during predetermined site PLC collaboration meetings. Academic Support staff have been hired to help students in Language Arts and Mathematics. These support staff members work with small groups of children who are either exceeding grade level standards or who are scoring Basic or below on the CST.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	The structure of the Sage Canyon instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialogue occurs between and among grade levels. During weekly grade level collaboration time and twice monthly school wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education and grade level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of student groupings. During collaboration time, professional development needs are also identified and addressed.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	The District has provided a pacing guide which was last updated in August 2004. In Spring 2007, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those State standards which students must master in order to be successful at the next grade level. Work to identify benchmark assessments aligned to the essential standards is currently underway.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Sage Canyon
2007 - 2008**

1 POINT INCREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	967				968			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	90.5	91.4	+ .9	Yes	95.1	93.3	-1.8	Yes
Asian	95.7	99.1	+3.4	Yes	99.1	98.3	-.8	Yes
Hispanic	88.9*	91.7*	+2.8	*	83.3*	87.5*	+4.2	*
White	89.2	88.9	-.3	Yes	94.6	92.1	-2.5	Yes
English Learners	77.3*	79.2*	+1.9	*	81.8*	87.5*	+5.7	*
Students with Disabilities	73.2*	70*	-3.2	*	82.9*	79.2*	-3.7	*

*Not a significant subgroup

CELDT
Scoring Levels

Sage Canyon	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	1	5%	0	0
Level 2: Early Intermediate	2	11%	3	10%
Level 3: Intermediate	6	32%	6	20%
Level 4: Early Advanced	7	37%	12	40%
Level 5: Advanced	3	16%	9	30%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

Sage Canyon will increase students' performance in language arts as measured by formal and informal grade level assessments, district assessments, and the CST.

Student groups participating in this goal-all students in kindergarten through 6th grade

Performance gains expected for these students- student progress toward SMART Goal measures identified by each grade level

Means of evaluating progress toward this goal- formative assessments, report card data, DMUSD writing assessments, DRA-2, QRI-4

Group data needed to measure academic gains- disaggregated CST data (grades 2-6), end of grade benchmarks (K-1)

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/Admin May 2007 - June 2009	District provides texts and consumables Supplemental materials	Lottery SIP
<i>Improvement of instructional strategies:</i> Grade levels will use data to determine yearly focus in areas of language arts. Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering language arts standards. Technology (hardware & software) will be purchased to support differentiation of instruction in Language Arts	Teachers/Admin/ Academic Support Staff September 2008- June 2009 September 2008- June 2009 September 2008- June 2009	Personnel Supplemental materials Hardware and Software	CST, DRA-2, QRI-4, and DWA data SIP SIP

Supplemental materials for language arts will be purchased.	September 2008-June 2009	Supplemental materials	SIP
<i>Extended learning time:</i>			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<i>Goal # 1 continued</i>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Students demonstrating a need for additional academic support in Kindergarten through 6th grade will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to any student demonstrating a need according to grade level benchmark assessments such as the DRA-2, QRI-4, or the district writing assessment	Teachers/Admin/ Academic Support Staff January 2008-June 2009	Personnel	District SIP
<i>Staff development and professional collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Community collaboration and staff development The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration. Professional development will be provided during scheduled PLC time. Staff development will occur according to needs determined by analyzing student data as well as the needs associated with the acquisition of additional instructional materials.	Teachers/Admin September 2008- June 2009 Admin September 2008- June 2009 Teachers/Admin September 2008- June 2008 Teachers/Admin September 2008- June 2007	Books, materials, presenter fees Substitutes Conference/Travel Fees	SIP District SIP GATE

<i>Involvement of staff, parents and community:</i> CST results are shared with parents through the SARC, school website/email, and PTA meetings. Parents receive individual student reports. The reports are mailed home each fall. Parent conferences are held in the fall and spring of each school year. Assessment and survey results are shared with staff, the SSC, and the PTA. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.	Admin September 2008- June 2009 Teachers September 2008- June 2009 Admin Annually School Staff/Admin September 2008- June 2009	Substitutes	District
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Student data is reviewed during grade level meetings and PLC meetings twice each month. Results and progress toward school wide goals is evaluated through SSC.	Admin/Teachers		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

Sage Canyon will continue to work towards establishing an effective Professional Learning Community (PLC) as measured by achievement of grade level and team SMART goals, products, PLC team meeting agendas and notes, and a qualitative staff survey

Student groups participating in this goal - all students in kindergarten through 6th grade
Performance gains expected for these students - student progress toward SMART Goal measures identified by each grade level

Means of evaluating progress toward this goal - evidence of Professional Learning Communities practices: PLC team meeting agendas and notes, qualitative survey results, and products
Group data needed to measure academic gains - disaggregated CST data (grades 2-6), end of grade benchmarks (K-6), and team SMART goal achievement data

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/Admin May 2007 - June 2009	District provides texts and consumables Supplemental materials	District Lottery SIP
<i>Improvement of instructional strategies:</i> Grade levels/teachers will use formative assessments to determine student progress toward grade level standards. Grade level teams will analyze student data from formative assessments corresponding to grade level SMART goals. Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals.	Teachers September 2008-June 2009 Teachers September 2008-June 2009 Teachers September 2008	Teacher release time to develop assessments Teacher release time	SIP SIP

Extended learning time:			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<i>Goal # 2 continued</i>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> Grade levels will utilize grade level resources and consider alternative instructional strategies, student grouping options, and ways to provide additional academic support to students at all academic levels.	Teachers		
<i>Staff development and collaboration:</i> The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Community work. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration. A PLC staff development committee will determine next steps to take in relation to staff development Based on data, grade level teams will determine necessary guidance and training needed for continued progress toward effective PLC's.	Admin/Teachers September 2008- June 2009 Admin Annually Admin/Teachers November 2008 Teachers September 2008- June 2009	Teacher release time Substitutes Conference fees	SIP SIP GATE
<i>Involvement of parents and community:</i> Grade level PLC teams will share examples of SMART goals and student progress associated with individual SMART goals.	Admin/Teachers According to meeting schedules		

Agendas and evidence of PLC practices will be shared with the SSC, Information regarding PLC work will be shared via newsletters, parent meetings, and school website.	Admin Winter & Spring SSC meetings Admin		
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Achievement of SMART goals, which are directly related to student achievement, is an indicator of effective PLC implementation. Student data is reviewed during grade level meetings and PLC meetings twice each month. Results and progress toward school wide goals are evaluated through SSC in collaboration with the entire Sage Canyon staff.	Admin/Teachers		District

DEL MAR UNION SCHOOL DISTRICT
CATEGORICAL PROGRAMS

SERVICES PROVIDED BY CENTRAL STAFF
ADMINISTRATIVE SERVICE CENTER

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Sage Canyon

2008 – 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 3,782	Materials and supports for to administer CELDT testing Materials and support for instructional aide to support teachers working with English Language Learners
School Improvement Program (SIP)	\$ 48,913	To improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils.
Gifted and Talented Education (GATE)	\$ 7,089	Professional development that focuses on meeting the needs of advanced students (in-house, institutes, consultants, conferences). Professional development on differentiating curriculum for mixed ability classrooms, cluster groups, part-time grouping, or self-contained classes.

Economic Impact Aid (EIA) -	<i>Develop fluency in English and academic proficiency of English Learners and academically at-risk students</i>
School Improvement Program -	<i>Improve school response to educational, personal and career needs of all students</i>
Gifted and Talented (GATE) -	<i>Improve educational experiences for high-achieving students</i>

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Peg LaRose	X				
Leandra Kalt/Michele Chavez (job share)		X			
Janet Orr		X			
Christine Lavelle-Jones			X		
Ryan Stanley			X		
Nancy Benbow				X	
Kim Dort				X	
Janet Handzel				X	
Sonia Kalach				X	
Robert Uno				X	
Numbers of members of each category	1	2	2	5	0
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

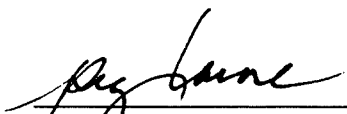
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: November 3, 2008.

Attested:

Peg LaRose, Ed.D

Typed name of school principal



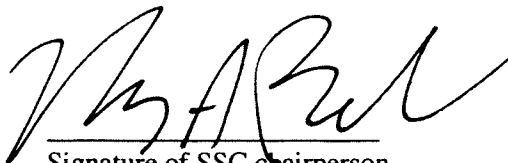
Signature of school principal

11.3.08

Date

Nancy Benbow

Typed name of SSC chairperson



Signature of SSC chairperson

11/3/08

Date

**Sage Canyon School Improvement (SIP) Budget
2008-2009**

<i>2008-2009 Adopted SIP Budget (742 students @ \$65.92 per student)</i>	48,913.00
SIP Funds Brought Forward From 2007-2008	<u>22, 868.00</u>
	71,781.00
 Instructional Materials Purchased for 2008-2009	 22,279.51
These funds are for supplemental instructional materials not covered by district general textbook funds, and were purchased after the close of fiscal 2007-2008 Materials include: Wordly Wise vocabulary (grades 1, 2, 3, 4, & 6) AIM Higher Reading Comprehension materials (grade 3), Time for Kids (grades 2-6), Weekly Reader (grade 1), Step Up to Writing (grades 3 & 4), math problem solving and enrichment materials (grades K-6), Phonics and phonemic awareness materials (grades K-2), student agenda/planners (grades 4, 5, & 6), QuickWord Books (grades K & 2), Harcourt Brace extension materials for math (grades 3 & 4), Read Naturally fluency program and materials (grades 2-5), and leveled trade books to support both fiction and non-fiction reading comprehension (K-6).	
 Working Budget	 49,501.49
 Instructional Materials for 2009-2010	 25,000.00
These funds are for supplemental instructional materials not covered by district general textbook funds. Materials include: Wordly Wise vocabulary (grades 1, 2, 3, 4, & 6) AIM Higher Reading Comprehension materials (grade 3), Time for Kids (grades 2-6), Weekly Reader (grade 1), Step Up to Writing (grades 3 & 4), math problem solving and enrichment materials (grades K-6), Phonics and phonemic awareness materials (grades K-2), student agenda/planners (grades 4, 5, & 6), QuickWord Books (grades K & 2), Harcourt Brace extension materials for math (grades 3 & 4), Read Naturally fluency program and materials (grades 2-5), and leveled trade books to support both fiction and non-fiction reading comprehension (K-6).	
 Staff Development	 10,000.00
These funds support the ongoing professional development of all Sage Canyon staff. Funding provides workshop fees, travel/lodging expenses, presenters fees, professional books and materials, and teacher professional development release days. Staff development during the 08-09 school year will support the specific actions to improve educational practice outlined in the Vision for Excellence/Single Plan for Student Achievement (SPSA)	
 Technology	 5,000.00
Funds support the purchase of ongoing consumable technology supplies such as printer toner, projector light bulbs, cables, cords and DVD/s, Funds also support the acquisition of hardware and software in alignment with the	

Vision for Excellence/Single Plan for Student Achievement (SPSA)**Academic Learning Program****7,501.49**

These funds will be used to purchase temporary staffing and materials to support The Academic Learning Program

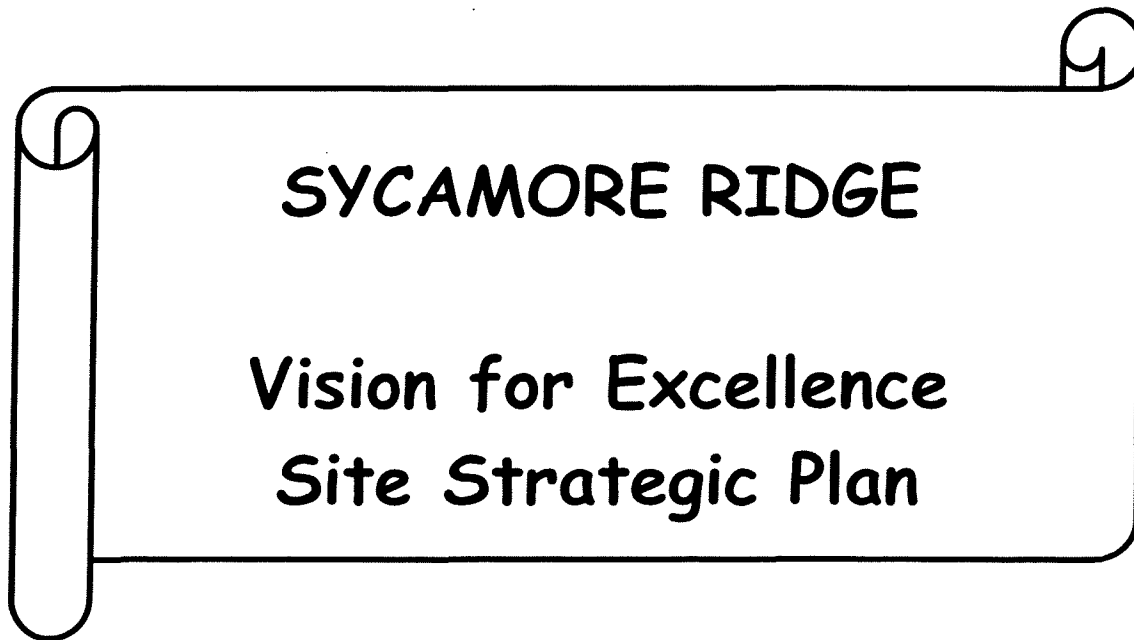
Fees for Student Competitions**500.00**

These funds support the fees and materials associated with student participation in the California Math League, Continental Math League, and Math Olympiad competitions

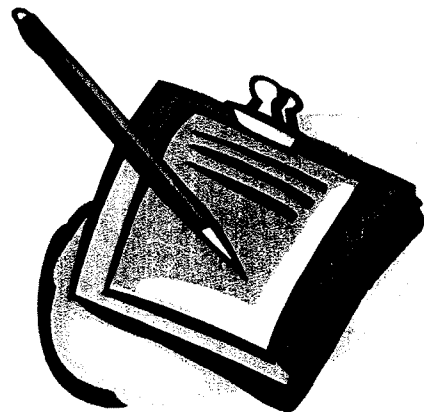
Science**1,500.00**

These funds support the cost of consumable materials used to support a hands-on science curriculum.

Del Mar Union School District



2008 - 2009



Date Approved by School Site Council:

Date Approved by District Board of Trustees: **November 19, 2008**

Emily Disney, Principal

858-755-1060

edisney@dmusd.org

School Vision and Mission

A statement of the school's vision and its mission is not required by statute, but is considered by many to be an important part of a school plan, reflecting:

- *what all students should know, understand, and be able to do*
- *expectations of positive character traits*
- *current research and practice*
- *collaboration among all segments of the school community*
- *other elements of the school vision and mission*

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!

School Profile

A description or profile of the school is not required, but is helpful in understanding the school, including:

- *geographical, social, cultural, educational and economic community base*
- *relevant information about the school district*
- *pre-kindergarten and other feeder programs and schools*
- *language, racial and ethnic make-up of the student body*
- *special categories of students or school staffing*
- *school facilities, including technology, library and media resources*
- *the number of instructional minutes provided*
- *the number of minimum days scheduled.*
- *other important characteristics of this school*

At Sycamore Ridge School 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 school, and we celebrate its diversity!

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.

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.

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.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.	-Rigorous academic standards are the cornerstone of our educational program at Sycamore Ridge School (SRS). 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 have undergone 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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily	-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.

	▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	-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. - All students with Individualized Education Plans (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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.	-Our principal has 22 years of education experience and 15 of those years have been spent in the Del Mar Unified School District. Our principal possesses Masters Degree in Curriculum and Instruction as well as her Tier One and Tier Two Administration Credentials. - 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. From the start, as an on going practice, teachers are 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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	-Teachers in the Del Mar Union School District 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. -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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u> . The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction	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

	and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	-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. -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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	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.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	Sycamore Ridge Teachers collaborate in grade level teams on school-wide pacing utilizing the district adopted curriculum map. Teachers at every grade level utilize data from statewide testing and local assessment to determine areas of need. From this data analysis triennial goals are developed and results are reported to all teachers through vertical articulation.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Sycamore Ridge
2007 - 2008**

9 POINT DECREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

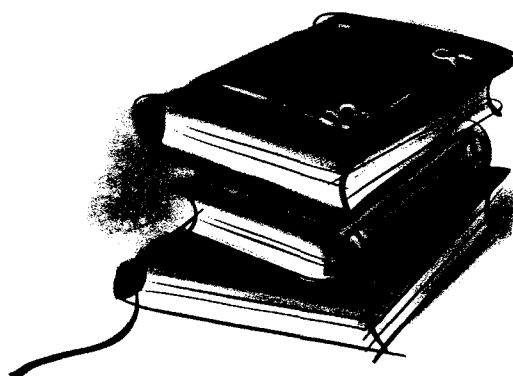
Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2007 Base				2008 Growth			
	937				928			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	84.8	83.6	-1.2	Yes	86.8	83.6	-3.2	Yes
Asian	93.8	95.2	+1.4	Yes	100	96.4	-3.6	Yes
Hispanic	52.2*	50*	-2.2	*	47.8*	45.8*	-2	*
White	85.5	82	-3.5	Yes	85.5	82.7	-2.8	Yes
English Learners	40*	46.5*	+6.5	*	58.1*	58.1*	0	*
Students with Disabilities	50*	46.4*	-3.6	*	43.8*	46.4*	+2.6	*

**Not a significant subgroup*

CELDT
Scoring Levels

Sycamore Ridge	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	2	6%	0	0
Level 2: Early Intermediate	6	18%	2	4%
Level 3: Intermediate	18	53%	16	36%
Level 4: Early Advanced	6	18%	12	27%
Level 5: Advanced	2	6%	15	33%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.





Vision for Excellence Site Strategic Plan
2008 - 2009

Goal: *School Climate*

Objective: Maintain and continue to build a positive school climate that extends beyond the campus and connects all neighborhoods within the school community.

Goal: *Parent Education*

Objective: Implement a program that allows all parents to be able to participate fully in the learning of their children through parent education.

Goal: *Professional Learning Communities/Assessment for Learning*

Objective: Implement a comprehensive system of support and intervention to ensure high levels of academic achievement as measured by assessments that are aligned with state standards.

Goal: *International Baccalaureate Program (IB)* (Primary Years)

Objective: Research the feasibility and viability of implementing the IB Program at Sycamore Ridge.

**Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
Year 2008-2009**

School: **Sycamore Ridge School**

District Strategic Plan Linkage _____

Goal Area: **Social Climate Committee**

Board Policy #: 0420

Objective:

<i>Measurable Objective (SMART GOALS)</i>	<i>Target Dates</i>	<i>Specific Actions</i>	<i>Who is Responsible – Who is Involved</i>	<i>Budget Resources</i>	<i>Results (Impact on student learning) Evidence of Completion</i>
1. Create school-wide plan to apply PeaceBuilding behavior.	November 2008	Create reinforcement music compilations for classroom teachers to be taught in Music. Song to be played over announcements Mondays.	Lomax	\$20 for CDs	
	November 2008	Assign monthly PeaceBuilder pledge behavior for emphasis in Morning Meetings using Peace Pack materials.	Committee	Peace Pack	

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

	November 2008	Village Teachers will use Peace Patrol lesson ideas, along with Village Crate resources, to reinforce monthly behaviors.	Sink and committee		
	November 2008	Create monthly PeaceBuilder display to showcase student work.	Grade Level		
2. Encourage family participation in reinforcing PeaceBuilders behaviors.	November 2008	Assign school-wide PeaceBuilding family homework to reinforce monthly behavior.	Grade Levels	Peace Pack	
		Create parent information packet to explain goals and behaviors of the PeaceBuilder Program and homework assignments.	Oliveira	Parent resource binder	
3. Evaluate success of programs to encourage positive school climate, like Peacebuilders and Villages.		Create teacher-student-parent surveys.	Committee Principal		

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
Year 2008-2009

School: Sycamore Ridge School

District Strategic Plan Linkage_____

Goal Area: Parent Education

Board Policy #: 0420

Objective: To involve parents in the education of their children.

<i>Measurable Objective</i> (SMART GOALS)	<i>Target Dates</i>	<i>Specific Actions</i>	<i>Who is Responsible – Who is Involved</i>	<i>Budget Resources</i>	<i>Results</i> (Impact on student learning) <i>Evidence of Completion</i>
1. Institute a Family Science Night for K-3 and 4-6. Parents will be able to fully participate in the learning of their children by interacting with students and the newly adopted science materials with at least 25% participation. 2. Next Year – Parent Support Night to learn about how to best help their student at home be a successful, responsible citizen and to focus on the areas of: self-esteem, homework, listening skills, and peer relationships.	April 2009 Fall 2009	• Have 2 Family Science Nights the week before Spring Break to kick off Earth Day. A K-3 night, and 4-6 night. • Student Council would share their recycling efforts with the school to augment the Parent Science Night.	• At least one staff member per grade level to facilitate activities. • Science Teacher to give overview of new science curriculum • PTA to provide refreshments • Consultants from Houghton-Mifflin.	• Banner for advertisement on campus. • Refreshments • Money for teams that need additional science materials. • Flyers for Wednesday Folder. • Stipend for preparation and attendance of the Family Science Night.	• Feedback Form • Photographer to document the night's events. • Teacher observation of grade level participants.

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

Del Mar Union School District
Vision for Excellence Site Strategic Plan Goals
Year 2008-2009

School: **Sycamore Ridge School**

District Strategic Plan Linkage _____

Goal Area: Professional Learning
 Communities/Assessment

Board Policy #: 0420

Objective: To ensure high levels of academic achievement as measured by assessments that are aligned with state standards.

<i>Measurable Objective</i> <i>(SMART GOALS)</i>	<i>Target Dates</i>	<i>Specific Actions</i>	<i>Who is Responsible</i> <i>– Who is Involved</i>	<i>Budget Resources</i>	<i>Results</i> (Impact on student learning) <i>Evidence of Completion</i>
-Stiggins Strategy #1 (Provide a clear vision of the learning target)	10/1/08	Create 1 st triennial goal			
-	10/7/08	Share 1 st triennial goal			
-Stiggins Strategy #2 (Use examples of strong and weak work)	11/5/08	Report 1 st triennial goal			
-Stiggins Strategy #3 (Offer regular and descriptive	11/19/08	Create 2 nd triennial goal			

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

feedback)					
-	12/17/08	Share 2 nd triennial goal			
-Stiggins Strategy #4 (Teach students to self-assess and set goals)	2/17/08	Discuss district writing results from 2/4/08 in connection to strat.#4			
-Stiggins Strategy #5 (Design lessons to focus on one aspect of quality at a time)	3/4/08	Create 3 rd triennial goal/30 day goal (same thing)			
-	3/10/08	Report 2 nd triennial goal			
-	3/18/08	Share 3 rd triennial goal/30 day goal			

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

-Strategy #6 and 7 (6.Teach students focused revision 7.Engage students in self reflection)	4/1/08				
-	5/20/08	Report 3 rd triennial goal/30 day goal			

Critical Questions:

What is the objective? (SMART Goal)

What will we plan to do to implement the objective? (Activities)

When will it happen? (Target Date)

How will the action steps be accomplished? (Specific Actions)

How will site funds support the actions and staff development? (Resources)

How will we know when a step is completed? (Evidence of Completion)

What impact has each action had on student learning? (Evaluation of Results)

DEL MAR UNION SCHOOL DISTRICT CATEGORICAL PROGRAMS

SERVICES PROVIDED BY CENTRAL STAFF ADMINISTRATIVE SERVICE CENTER

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Sycamore Ridge

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 24,870	-Instructional support for English Learner population -CELDT Examiner
School Improvement Program (SIP)	\$ 26,170	-To support the Vision of Excellence Site Strategic Plan (copy of budget on next page)
Gifted and Talented Education (GATE)	\$ 7,089	-Support Extended Studies Curriculum and ESC Aides

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



Sycamore Ridge
Vision for Excellence, School and Library Improvement Block Grant
2008-2009 Budget Priorities

\$5,000	LANGUAGE ARTS: For support of the improvement of literacy materials, including the Houghton Mifflin Language Arts Series, writing program materials, leveled books, guided reading materials, supplies for the library, and Test Ready materials.
\$7,000	PROFESSIONAL LEARNING COMMUNITIES STAFF DEVELOPMENT/DATA and ASSESSMENT: To support professional development opportunities for the teaching staff including conference registration, travel, professional journals, workshops, copying costs and supplies. For release time for substitutes to allow for peer coaching and teacher demonstration lessons.
\$2,000	SCIENCE: For science consumable materials for classrooms K-6, and the science lab, including models, supplies and equipment. For materials and teacher stipends to implement a School wide Science Night. For materials and supplies for the school garden and live animals in the science lab.
\$2,000	MUSIC AND ART: To support musical productions and art programs including supplies, media, materials, assemblies, and instruments to support music and art standards integrating grade level curriculum standards. To provide for music coaching costs for sectional band instruction.
\$4,000	TECHNOLOGY: To support technology improvement for staff, students, and the technology lab, including supplies, media software, media hardware, and release time for substitutes to increase teachers skills.
\$4,000	MEETING THE NEEDS OF ALL LEARNERS: To support enrichment programs including supplies, software, contest costs (Future Problem solver, Newsbowl, Continental Math League, Challenge 24, Word Masters), and intervention support for identified student groups as well as consultant costs for an Academic Learning Program.
\$2,000	STRATEGIC PLAN: For supplies, consultant training costs, copying costs, and materials to implement the Vision For Excellence Site Strategic Plan for the 2008-2009 school year.
TOTAL:	\$26,000.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Emily Disney	X				
Jill Wojtkowski		X			
Brigida Hasler		X			
Patty Johnson			X		
John Taylor				X	
Sue Walker				X	
Scott Tanaka				X	
Julieta Garcia-Querlo				X	
Hyeseong Kang				X	
Eileen Randall			X		
Numbers of members of each category	1	2	2	5	
Total for each group (must be equal)					

RECOMMENDATIONS AND ASSURANCES

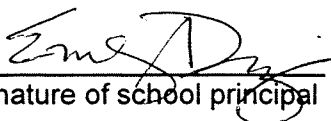
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: October 30, 2008.

Attested:

Emily Disney

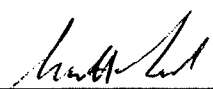
Typed name of school principal


Signature of school principal

11/06/08
Date

Scott Tanaka

Typed name of SSC chairperson


Signature of SSC chairperson

11/7/08
Date

Del Mar Union School District

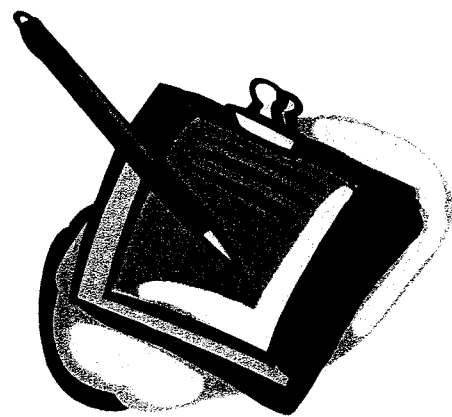
TORREY HILLS

Vision for Excellence Site Strategic Plan

2008 - 2009

Date Approved by School Site Council: October 16, 2008

Date Approved by District Board of Trustees:



Susan Paul, Principal

858-481-4266
spaul@dmusd.org

School Mission and Vision

The mission of Torrey Hills Elementary School is to provide each child with a nurturing environment and an academically challenging curriculum that promotes: *Life-long learners *Creative and critical thinking *Personal academic achievement *Appreciation for individual differences *Responsible citizenship in a democratic society.

Torrey Hills Vision

Torrey Hills School is a nurturing, cooperative, learning environment that promotes responsible citizenship. In alliance with parents, community members, organizations and businesses we provide opportunities for learning and service in a setting that is meaningful and engaging setting for all learners. The Torrey Hills community embodies shared decision-making and creates a sense of belonging and ownership in our school. This foundation empowers children to become self-confident, intrinsically motivated, and successful life-long learners.

As a school community, we come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment, and a broad base of knowledge. Students meet or exceed rigorous State Standards. Thorough a commitment to social, emotional and physical well being there exists an environment that maximizes the development of each child. Each individual's strengths are nurtured and valued as a contributing member of the community.

The Torrey Hills staff is committed to working as a professional learning community to build a school of high achieving learners that fosters independence in a supportive environment. The staff members are knowledgeable, life-long learners who model creative problem solving through an interactive approach to curriculum development, student grouping, and instructional design. By providing access to, and experience with state of the art resources, the staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information.

The Torrey Hills School, united in a shared responsibility, ensures the success of every child.

School Profile

Torrey Hills Elementary opened its doors for students in August 2002. The beautiful campus is located amidst expansive new home and business development. The student and staff population has now stabilized after several years of growth in the area and subsequent boundary changes, staffing shifts, and administrative changes. The student population of 650 represents eight different ethnic groups and eighteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued.

The Torrey Hills community of educators is united in their purpose of meeting the needs of every child, every day. The majority of Torrey Hills students enters school ready to learn and prepared for academic rigor and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through rigorous academic standards, the use of standards-based curriculum and highly effective Professional Learning Communities. The continuous improvement in student performance is the result of ongoing professional development and high quality instruction.

At Torrey Hills, the entire school community is also committed to providing an enriched, balanced educational experience for our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extend beyond "the basics". Students at Torrey Hills also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science and physical education. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents in many areas.

The Torrey Hills community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parent involvement is present daily in classrooms, through work on site leadership committees, through the financial support of the education foundation, and by participating in many events and activities.

Torrey Hills is a dynamic, fun, student-centered place to be. The community of staff, students, parents, and community members is committed to excellence and works to ensure a setting where students will thrive and develop socially, emotionally and academically.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
1. Instructional Program	1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student. 1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.	The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Torrey Hills are currently using the adopted standards-based materials as the core instructional program. The district has also begun the work of identifying essential standards and creating assessments that measure the degree to which the standards have been met. Standards-based instructional materials adopted by DMUSD have been purchased and are being used in all of Torrey Hills' classrooms. Materials have been purchased for all core content subject areas and are appropriate to all student groups at all levels. Supplemental materials are provided for grade levels based on students' needs and teams' decisions to augment core curriculum.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
2. Instructional Time	2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions. ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily 2.2 The school provides additional time for reading/ language arts students taking the intervention reading program: ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily 2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions: ▪ K 30 minutes daily ▪ 1-6 60 minutes daily 2.4 The school provides additional time for mathematics students needing intervention: ▪ K-5 15 minutes daily ▪ 6 30 minutes daily	All Torrey Hills students participate in appropriate amounts of instructional time in all content areas.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
3. School Principal's Instructional Leadership Training	3.1 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6. 3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.	The school principal has participated in Principal Training Programs through the San Diego County Office of Education. She is enrolled in graduate programs at the University of California, San Diego and California State University, San Marcos.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1 The district staffs classrooms with fully credentialed teachers. 4.2 The district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level. 4.3 The district provides the school's teachers (in all grade levels) the SB 472 Professional Development Program through a State-authorized provider. The training features the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level. 4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.	All teachers at Torrey Hills are fully credentialed as multiple subject teachers or content specialists. All classroom teachers and specialists are CLAD certified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
5. Student Achievement Monitoring System	5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system. 5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.	Torrey Hills' teachers use many types of assessments to monitor student progress towards meeting the state standards. Different assessments are used according to students' grade level. Assessments include, but are not limited to California Standards Test (CST), Otis Lennon Student Achievement Test (OLSAT), and California English Language Development Test (CELDT), DMUSD writing prompts, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), Essential Standards Assessments, and formative assessments as part of district adopted curriculum materials. Torrey Hills' teachers meet at least monthly in grade level groups to review assessments, analyze data, and collaborate with colleagues to improve instruction and student performance.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
6. On-going Instructional Assistance and Support for Teachers	6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. 6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.	Each year teachers attend a variety of conferences selected for their breadth, connectedness to the State standards, and relevance. These conferences include: Writing Strategies That Work (Six Traits), Working with Autism, Using Guided Reading and Comprehension Strategies, Marcy Cook Mathematics, California Kindergarten and Third Grade Conferences, Media Specialist Conference, CUE Conference, Increasing Reading Fluency, QRI and DIBELS training, and Anti-Bullying. Teachers participate in these professional development sessions in combination with workshops attended through BTSA, site and District presentations. Throughout the year, SMART goals and school wide goals are reviewed and degrees of achievement are measured using data and observation.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
7. Regular Collaboration by Grade Level or Department for Teachers	7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]). 7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).	Working as a Professional Learning Community (PLC) ensures the close alignment between school wide goals and grade level SMART goals. These Strategic and specific, Measurable, Attainable, Results-based, and Time-bound (SMART) goals are the foundation used to develop a specific plan of action designed to ensure students meet or exceed grade level standards. Through this process for planning, monitoring and improving academic programs, essential performance standards are identified, benchmarks are established and common assessments used to monitor progress are developed. Additionally, professional development opportunities are identified to support the achievement of SMART goals. As part of the ongoing process for revising and evaluating school wide professional development, student performance on multiple measures combined with teacher reflection assists in evaluating the effectiveness of instructional practices. Students who are not yet proficient are one of the driving forces in choosing an area of professional growth. During team PLC time, test scores and data from daily instruction are compared and individual students, or groups of students are targeted based on classroom performance and the retention of key concepts. When students struggle to meet essential grade level standards, areas of necessary professional growth are identified.

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. 8.2 The school/district prepares and distributes an annual district/schoolwide-pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	All grade level teams plan for annual instruction according to the district pacing schedules for language arts and mathematics.

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Torrey Hills
2007 - 2008**

9 POINT INCREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

**Annual Measurable Objectives (AMO)
Percent Proficient or Above**

Academic Performance Index	2007 Base				2008 Growth			
	950				959			
	Language Arts 2008 Target: 35.2%				Mathematics 2008 Target: 37%			
	2007	2008	Growth	Met 2008 AYP	2007	2008	Growth	Met 2008 AYP
Schoolwide	90.2	91.4	+1.2	Yes	88	91.7	+3.7	Yes
Asian	95.9	96.9	+1	Yes	96.4	96.9	+0.5	Yes
Hispanic	88*	89.5*	+1.5	*	88*	84.2*	-3.8	*
White	88.4	88.9	+0.5	Yes	83.8	90.3	+6.5	Yes
English Learners	81.4*	90.9*	+9.5	*	76.7*	93.9*	+17.2	*
Students with Disabilities	48.1*	75*	+26.9	*Yes	45.1*	80.6*	+35.5	*

**Not a significant subgroup*

CELDT
Scoring Levels

Torrey Hills	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0	0	0
Level 2: Early Intermediate	1	3%	5	9%
Level 3: Intermediate	9	30%	6	11%
Level 4: Early Advanced	11	37%	26	46%
Level 5: Advanced	9	30%	19	34%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

Torrey Hills will increase all students' performance in language arts as measured by formal and informal grade level assessments, district assessments, and CST.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks used in language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.	Teachers/Admin May 2008 - June 2009	District provides texts and consumables Supplemental materials	\$2,500 Lottery SIP
<i>Improvement of instructional strategies:</i> Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals. Grade levels will focus on teaching to improve student writing (6 Traits) and select professional development that focuses on 6 Traits Writing. Grade levels will use a common language for teaching reading and writing skills. Grade levels will implement a standard computer based reading assessment.	All teams August 2008-June 2009 Language Arts Committee and Administration	Instructional materials to support team SMART goals Additional instructional materials that align with 6 Traits writing. Personnel and materials	SIP \$2,000

Torrey Hills will develop and use a means of communication to track student progress in reading and writing across grades (ex: portfolios and EZ Grade Pro student reports) Classroom teachers will regularly provide differentiated instruction to support all students in mastering/exceeding language arts standards. Teachers will develop strategies for assisting students to reflect on their own reading and writing growth. Ex: Students assess their writing through use of student rubrics. Teachers will use mentor texts to model effective reading/writing strategies for students. Technology will be purchased to increase and/or maintain current hardware and software Supplementary materials for English Learners will be purchased and used.	Principal and Administrator PLC to advocate for student data management system. District and site technology teams Grade level teams Staff development provider August 2008-June 2009 Technology committee District Fall 2008-2009	Supplemental materials for advanced learners, remediation, and English Learners. Personnel, materials, Substitute costs Supplemental texts Classroom computers, workstations, web- based instructional programs	Block grant \$2,000 GATE: \$3,500 SIP \$2,000 Library funds \$500 PTA: \$ (TBD) SIP: 7,000
<i>Extended learning time:</i> Students will participate in after school or weekend learning opportunities for academic support or extension. Appropriate instruction will be determined based on student needs as identified by their teachers.	Part-time certificated teachers Grade level teams ESC teachers	Teacher Hourly and substitute salary Academic Competition registration	District: \$1,000 District ESC SIP: \$1,000 GATE: \$3,000 Block grant \$1,500

16

vertical articulation to engage in inquiry of strategies to differentiate for students needing more support or to extend and challenge. On-site and off-site staff development will be provided to address action steps, based on grade level needs.			
<i>Involvement of parents and community:</i> CST results are shared with parents through the SARC, principal coffees, and school website. Parents receive individual student reports that are mailed home each fall, and parent conferences are held in the fall and spring of each school year. Assessment and survey results are shared with the SSC, ELAC, Site Strategic Planning Committees, and PTA. Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.		Refreshments and coffee	PTA
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Student data is reviewed during grade level meetings and PLC meetings twice each month. The Leadership team meets monthly with administration. Results and progress toward school wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committees.	Administrator Teachers	Substitutes	SIP District

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u> Torrey Hills will increase all students' performance in mathematics as measured by formal and informal grade level assessments, district assessments, and CST.			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> All primary textbooks and those selected in 08-09 as adoption pilots in mathematics are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.			SIP Lottery \$2,500
<i>Improvement of instructional strategies:</i> Select and implement school wide math facts program that includes structure to track students progress across grades in addition, subtraction, multiplication, division. Compare existing math facts programs/supplements, with adoption pilot materials. Analyze student progress data from mathematics curriculum to identify strengths, needs, and next steps in teaching/learning problem solving/math reasoning.	Administrator Teachers Strategic Planning Committees	Supplemental materials Substitutes Teacher Hourly	SIP: \$2,000 Block Grant: \$2,000

Incorporate daily problem solving/math reasoning experiences. Technology will be purchased to increase and/or maintain current hardware and software	Site and District Technology Committees		Refer to Goal #1
<i>Extended learning time:</i> Students will participate in after school or weekend learning opportunities for academic support or extension. Appropriate instruction will be determined based on student needs as identified by their teachers.	Part time certificated teachers Grade level teams	Teacher Hourly and substitute salary Academic Competition registration	District: \$1,000 SIP: \$1,000 Block grant: \$1,500 GATE: See Goal #1

20

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 3 for Improving Student Achievement:

Torrey Hills will continue to foster a climate that provides a safe and productive learning atmosphere to be measured by school community survey of students, parents, and staff.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Alignment of instruction with content standards:</i> The PeaceBuilders curriculum meets California State and Federal guidelines and is one of the approved programs for character education.	Teaches Administrator May 2008-June 2009	District provides textbooks and consumables Supplemental materials	District
<i>Improvement of instructional strategies:</i> Create school wide discipline plan and rules with consistent consequences. Review school wide rules and behavioral expectations at the beginning of each year. Post school wide rules in each classroom. Maintain alternative lunchtime activities so students have options available. Each classroom will establish a consistent classroom meeting (Morning Meeting) schedule. Prepare school wide PeaceBuilders lesson schedule in advance to begin PeaceBuilders in the beginning of 2008/2009.	Administrator Teachers Support Staff Playground Volunteers	Volunteer Coordinator Materials Supplies Assemblies PE Teacher	SIP: \$4,000 PTA: \$1200 DMSEF:
<i>Extended learning time:</i>			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 3 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i> PeaceBuilders lessons will be taught weekly. Incorporate PeaceBuilders lessons into Morning Meetings. Utilize PraiseNotes and 'Torrey Ticket' slips to recognize PeaceBuilders every day.	Teachers August 2008-June 2009 Administrator Staff August 2008-June 2009		
<i>Staff development and collaboration:</i> All staff members will receive training in order to effectively implement the PeaceBuilders program school wide. The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities. The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration.	Administrator as new staff are added School psychologist Administrator Teachers August 2008-June 2009		See Goals #1 & 2
<i>Involvement of parents and community:</i> PeaceBuilders information is shared through the school website, in newsletter articles, and through parent meetings. Survey results are shared with the SSC, Site Strategic Planning Committee, and PTA.	Adminstrator August 2008-June 2009 Admin Annually		

Parents of students involved in inappropriate behavior are notified by either the classroom teacher, principal, or through use of a behavior slip. Students requiring extensive relationship support may be assisted through a collaborative Student Success Team meeting resulting in strategies facilitated by parents and staff.	Admin. As needed	Substitutes	District SIP
<i>Monitoring program implementation and results:</i> Implementation and results are monitored through formal and informal measures. Grade level SMART goals are developed in the fall and monitored throughout the year and may include a grade level social climate goal. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Behavior trends are analyzed as a staff and adjustments are made to affect positive results. Results and progress toward school wide goals is evaluated through SSC in collaboration with the Site Strategic Planning Committee.	Administrator Teachers	Substitutes	District SIP

DEL MAR UNION SCHOOL DISTRICT **CATEGORICAL PROGRAMS**

SERVICES PROVIDED BY CENTRAL STAFF **ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provide assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application Programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Torrey Hills

2008 - 2009		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 31,631	Instructional assistant Supplemental materials Translation services ELAC – parent involvement
School Improvement Program (SIP)	\$ 38,761	Instructional materials and supplies, Conference costs, Teacher hourly and substitute
Gifted and Talented Education (GATE)	\$ 7,089	Supplemental materials, Registration for competitions, conference fees

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students*

School Improvement Program - *Improve school response to educational, personal and career needs of all students*

Gifted and Talented (GATE) - *Improve educational experiences for high-achieving students*



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Aboo Nasar				X	
Jacqueline Ross				X	
Sheetal Gandhi				X	
Bahar Sadiq				X	
Quentin Gregory				X	
Erica Rood		X			
Susan Paul	X				
Amy Lasher		X			
Marium Gorgas			X		
Bina Anjaria			X		
Mandy Jackson (alternate)					
Numbers of members of each category	1	2	2	5	
Total for each group (must be equal)	5			5	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: October 16, 2008.

Attested:

Susan Paul
Typed name of school principal

Signature of school principal

Date

Erica Rood
Typed name of SSC chairperson

Signature of SSC chairperson

Date

November 13, 2008

To: Board Members

From: Janet Bernard, Assistant Superintendent, Curriculum & Instruction

Through: Sharon McClain, Superintendent

Subject: Board Ratification, Settlement Agreement and Release of Existing Claims, *Apuzzo v. Del Mar Union School District*

On May 15, 2008, during the sale proceedings of the Del Mar Shores property, a lawsuit was filed against the O'Bryan-Smith Investments over a commission dispute. Mr. Arjay Smith, the District's real estate agent for the sale of the Shores property, was a former partner with the lawsuit plaintiff, Mr. Albert Apuzzo. Both the Del Mar Union School District and the Chicago Title Company were named as defendants in the lawsuit. (Chicago Title was the escrow holder of the funds.)

Wendy Wiles, the District's legal counsel during the sale proceedings, was successful in having the plaintiff dismiss the District from the lawsuit. (Chicago Title was also dismissed). Ms. Wiles highly recommended to the District and the Board that an agreement be reached to avoid additional costs and expenses related to litigation. As part of the Settlement Agreement both the District and Chicago Title will pay their respective attorney and court fees.

At this time, the administration is seeking Board ratification of the settlement agreement. A copy of the settlement agreement is attached.

FINANCIAL IMPLICATIONS: The Special Reserve for Capital outlay will reimburse the General Fund \$1,163.50.

RECOMMENDED: The Superintendent recommends Board Ratification of the Settlement Agreement and Release of Existing Claims, *Apuzzo v. Del Mar Union School District*.

8.1

**SETTLEMENT AGREEMENT
AND RELEASE OF EXISTING CLAIMS**

Plaintiffs ALBERT F. APUZZO, an individual, and MERIDIAN PROPERTIES REAL ESTATE DEVELOPMENT, LLC, a California limited liability corporation, hereinafter referred to as "Plaintiffs," and Defendants DEL MAR UNION SCHOOL DISTRICT, and CHICAGO TITLE COMPANY, a California corporation, hereinafter referred to as "RELEASEES," in consideration of the promises made herein, agree as follows:

1. Plaintiffs filed the present action in the Superior Court of the State of California, County of San Diego, Case No. 37-2008-00083884-CU-B, alleging various causes of action related to the non-payment of their commissions earned upon the sale of certain real property as further described in the Complaint in this action. CHICAGO TITLE COMPANY has demurred to the Complaint, the hearing of which is currently set for October 10, 2008, and has filed a cross-complaint in the case for Interpleader. The Parties hereto desire to avoid the additional cost and expense of litigation and desire to enter into this Agreement to resolve their disputes.

2. In exchange for: (a) successful interpleader/deposit of the disputed funds (\$139,750.00) with the Court; (b) RELEASEES' agreement to make no claim to the disputed funds and agreement that they will not in the future make any claim to the disputed funds; and (c) the undersigned parties' agreement to a mutual waiver of all claims, and mutual waiver of all claims costs and attorneys' fees amongst Plaintiffs and RELEASEES, Plaintiffs and RELEASEES mutually agree to the dismissal of RELEASEES with prejudice. This settlement agreement is

contingent upon CHICAGO TITLE COMPANY receiving a discharge of liability as to all parties in the Interpleader filed in the case.

3. RELEASEES and Plaintiffs acknowledge and agree that this release applies to all claims that they have or may have against each other arising out of the above-described occurrence for injuries, damages, or losses, whether those injuries, damages, or losses are known or unknown, foreseen or unforeseen, or patent or latent.

4. RELEASEES and Plaintiffs certify that they, through their attorneys of record, have read section 1542 of the Civil Code

A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor.

5. RELEASEES and Plaintiffs hereby waive application of section 1542 of the Civil Code.

6. RELEASEES and Plaintiffs warrant and represent that in executing this release, they have relied on legal advice from the attorney of their choice, that the terms of this release and its consequences have been completely read and explained to RELEASEES and Plaintiffs by that attorney, and that RELEASEES and Plaintiffs fully understand the terms of this release.

7. RELEASEES and Plaintiffs acknowledge and represent that they have been apprised of all information relevant to their claim and this release, including, without limitation, future risks, complications, and costs. RELEASEES and Plaintiffs further acknowledge and represent that, in executing this release, they have not relied on any inducements, promises,

or representations made by the other parties or any party representing or serving the other parties.

8. RELEASEES and Plaintiffs acknowledge and warrant that their execution of this release is free and voluntary. RELEASEES and Plaintiffs agree that they will not make, assert, or maintain against any other Party released in this Agreement, any claim, demand, action, suit, or proceeding arising out of or in connection with the matters respectively released herein, other than the claim that Plaintiffs will make as to the disputed funds in the Interpleader. This Agreement may be pleaded as a full and complete defense to, and may be used as a basis for an injunction against any action, suit, or other proceeding that may be prosecuted, instituted, or attempted by or on behalf of any Party hereto in breach of this Agreement.

9. This release pertains to a disputed claim and does not constitute an admission of liability by Plaintiffs or RELEASEES for the above-described occurrence.

10. Plaintiffs and RELEASEES agree to execute such documents as to effectuate the dismissal of their action(s) against each other as described in paragraphs 1 and 2, except to the extent that the Interpleader will not be dismissed (in that it is the intention of the parties to this settlement agreement that the RELEASEES are to be dismissed from the Complaint, that CHICAGO TITLE COMPANY is to be discharged from the Interpleader, and that Plaintiffs will litigate their claims against the other defendants not released hereby in the Interpleader and/or the Action).

11. The Parties represent that they are fully authorized to enter into this Agreement and to be bound by its terms and conditions.

12. The Parties agree that the terms and conditions of this Agreement are the result of negotiations between the Parties and/or their counsel, and that this Agreement shall not be construed in favor of or against either Party by reason of the extent to which either Party or its counsel participate in the drafting of this Agreement.

13. Captions and interpretations. Paragraphs, titles, or captions contained herein are inserted as a matter of convenience and for reference, and in no way define, limit, extend, or describe the scope of this Agreement or any provision hereof.

14. Severability. Should any portion or clause of this Agreement be found to be invalid, illegal, void, voidable, or unenforceable for any reason whatsoever, this Agreement will be read as if it did not contain said portion or clause, provided that the severed portion does not upset or materially impair the purpose of the Agreement for any party. The Parties hereto otherwise intend for such invalid portion or clause to be severable from the remainder. Any such clause or portion and its severance shall not affect the validity or affect the remaining provisions of this Agreement.

15. Integration clause. The undersigned each acknowledge and represent that no promise, representation, or inducement not contained in this Agreement has been made to them and that this Agreement contains the entire understanding between the Parties and contains all terms and conditions pertaining to the within compromise and settlement of the disputes referenced herein. No express or implied warranties, covenants or representations have been made concerning the subject matter of this Agreement unless expressly stated herein.

Any prior written or oral negotiations not contained in this Agreement are of no force or effect whatsoever. In executing this Agreement, the Parties have not and do not rely on any statements, inducements, promises, or representations made by the other Party or their agents, representatives, or attorneys with regard to the subject matter, basis, or effect of this Agreement, except those specifically set forth in this Agreement. The undersigned further acknowledge that the terms of this Agreement are contractual and not a mere recital.

16. Binding on assigns. This Agreement shall be binding upon and inure to the benefit of the heirs, trustees or executors, administrators, successors, and assigns of the respective Parties.

17. Signatories' representations. Each Party declares, warrants, and represents that in entering into this Agreement:

(a) They are relying upon and have been induced by the representations, covenants, and warranties contained in this Agreement;

(b) They have relied and are relying solely upon their own judgment, belief, and knowledge of the legal nature, extent, effects, and consequences of the matters herein contained;

(c) No promise, inducement, or agreement not herein expressed has been made by any of the Parties; and

(d) This Agreement and the terms and contingencies stated herein is the entire agreement among the Parties.

18. Signatures on this document, whether made in counterparts, or received by way of photocopy, facsimile, or electronic scanning shall have the full force and effect of original signatures made on one document.

[SIGNATURE PAGE FOLLOWS ON NEXT PAGE]

///

///

///

///

///

///

///

///

///

///

///

///

///

///

///

///

READ THE ABOVE CAREFULLY BEFORE SIGNING

I have carefully read the foregoing terms and agree to all terms.

"PLAINTIFFS"

Date: July __ , 2008

ALBERT F. APUZZO, an individual

MERIDIAN PROPERTIES REAL ESTATE
DEVELOPMENT, LLC, a California limited liability
corporation

Date: July __ , 2008

BY:

ITS:

"RELEASEES"

CHICAGO TITLE COMPANY, a California
corporation

Date: July __, 2008

BY:

ITS:

DEL MAR UNION SCHOOL DISTRICT

Date: July __, 2008

BY:

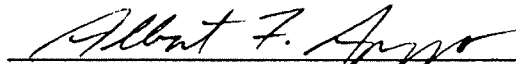
ITS:

READ THE ABOVE CAREFULLY BEFORE SIGNING

I have carefully read the foregoing terms and agree to all terms.

"PLAINTIFFS"

August 13
Date: ~~July~~ __, 2008


ALBERT F. APUZZO, an individual

MERIDIAN PROPERTIES REAL ESTATE
DEVELOPMENT, LLC, a California limited liability
corporation

Date: July __, 2008

BY:

ITS:

"RELEASEES"

CHICAGO TITLE COMPANY, a California
corporation

Date: July __, 2008

BY:

ITS:

DEL MAR UNION SCHOOL DISTRICT

Date: July __, 2008

BY:

ITS:

READ THE ABOVE CAREFULLY BEFORE SIGNING

I have carefully read the foregoing terms and agree to all terms.

"PLAINTIFFS"

Date: July __, 2008

ALBERT F. APUZZO, an individual

MERIDIAN PROPERTIES REAL ESTATE
DEVELOPMENT, LLC, a California limited liability
corporation

Date: July __, 2008

BY: *Thomas M. Burke*
ITS: *Ass. Mgr.*

"RELEASEES"

CHICAGO TITLE COMPANY, a California
corporation

Date: July __, 2008

BY:

ITS:

DEL MAR UNION SCHOOL DISTRICT

Date: July __, 2008

BY:

ITS:

READ THE ABOVE CAREFULLY BEFORE SIGNING

I have carefully read the foregoing terms and agree to all terms.

"PLAINTIFFS"

Date: July __, 2008

ALBERT F. APUZZO, an individual

MERIDIAN PROPERTIES REAL ESTATE
DEVELOPMENT, LLC, a California limited liability
corporation

Date: July __, 2008

BY:

ITS:

"RELEASEES"

CHICAGO TITLE COMPANY, a California
corporation

Aug 13
Date: July __, 2008

[Signature]

BY: *Michael S. Gilligan*
ITS: *Vice President*

DEL MAR UNION SCHOOL DISTRICT

Date: July __, 2008

BY:

ITS:

283432

READ THE ABOVE CAREFULLY BEFORE SIGNING

I have carefully read the foregoing terms and agree to all terms.

"PLAINTIFFS"

Date: July __, 2008

ALBERT F. APUZZO, an individual

MERIDIAN PROPERTIES REAL ESTATE
DEVELOPMENT, LLC, a California limited liability
corporation

Date: July __, 2008

BY:

ITS:

"RELEASEES"

CHICAGO TITLE COMPANY, a California
corporation

Date: July __, 2008

BY:

ITS:

DEL MAR UNION SCHOOL DISTRICT

Date: July __, 2008

Sharon L. McClaw
BY:

ITS:

November 19, 2008

To: Board Members

From: Sharon McClain, Superintendent

Subject: Approval to Hold the Regular Board Meeting and 2008
Organizational Meeting on December 10, 2008

State Education Code requires that the Board adopt the date of the Annual Organizational Meeting at the Regular Board Meeting prior to the Organizational Meeting, which must be held between December 5 and December 19, 2008.

The date for the Organizational Meeting of the Board of Trustees of the Del Mar Union School District is proposed for December 10, 2008.

FISCAL IMPACT: None.

RECOMMENDED: The Superintendent recommends approval to hold the Regular Board Meeting and the 2009 Organizational Meeting on December 10, 2008.

8.2

To: Board Members

From: Sharon McClain, Superintendent

Subject: 1st Reading of Proposed Board Meeting Dates and Location for 2009

The Administration has drafted a proposed calendar of Board Meeting dates for the year 2009. Adoption of the 2009 Board Meeting dates is scheduled for the Board's Annual Organizational Meeting, which is proposed for December 10, 2008 (Item 8.2). Whenever possible, the Administration recommends meeting on the fourth Wednesday of the month, which aligns with state and county fiscal reporting deadline requirements.

Proposed Board Meeting Dates For The Year 2009

Date	Day	Location
January 28, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
February 25, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
March 25, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
April 22, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
May 27, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
June 24, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
July 22, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
August 26, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
September 23, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
October 28, 2009	4 th Wednesday	Del Mar Hills Academy, PAC
November 18, 2009	3 rd Wednesday	Del Mar Hills Academy, PAC
*December 16, 2009	3 rd Wednesday	Del Mar Hills Academy, PAC

*The official approval of this date occurs at the November 2009 Board Meeting in preparation for the Organizational Meeting in December.

The administration also recommends that the Board hold the meetings of the 2009 calendar year in the Performing Arts Center (PAC) at the Del Mar Hills Academy. The administration also recommends continuation of the 5:45 p.m. start time for regular Board meetings the 5:40 p.m. start time for the monthly CFD meetings. This item will return next month for final Board approval of these meeting dates.

FISCAL IMPACT: None.

RECOMMENDED: For Information Only. No action required.

November 19, 2008

To: Board Members

From: Sheila Weinberg, Director of Pupil Services

Through: Sharon McClain, Superintendent

Subject: Intradistrict Transfer Requests Denied for 2008-2009

At the September 24, 2008 Board of Trustees meeting, District staff provided a detailed report on intradistrict transfer requests for the 2008-2009 school year. The total number of transfers to and from each school per grade level at each school site was also provided.

At the Board's request, a detailed report of intradistrict transfer requests that were denied for the 2008-2009 school year as of November 10, 2008 is presented below. A breakdown of this data, per grade level at each school site, is provided in the attached appendices A-1 and A-2 ("By School Requested") and B-1 and B-2 ("By School of Residence").

SCHOOL	TRANSFERS "TO" Appendices A-1 and A-2	TRANSFERS "FROM" Appendices B-1 and B-2
Ashley Falls	1	1
Carmel Del Mar	2	6
Del Mar Heights	4	3*
Del Mar Hills	2	-
Ocean Air	8	3
Sage	7	0
Sycamore Ridge	2	2
Torrey Hills	0	10

*The number of denied transfers from the shared boundary between Del Mar Heights and Del Mar Hills is reported under Del Mar Heights.

The number of intradistrict transfer requests granted for the 2008-2009 school year, which subsequently were withdrawn by parents is also listed in the attached appendices (a total of eight requests). These requests were withdrawn upon the denial of the intradistrict transfer requests for students' siblings.

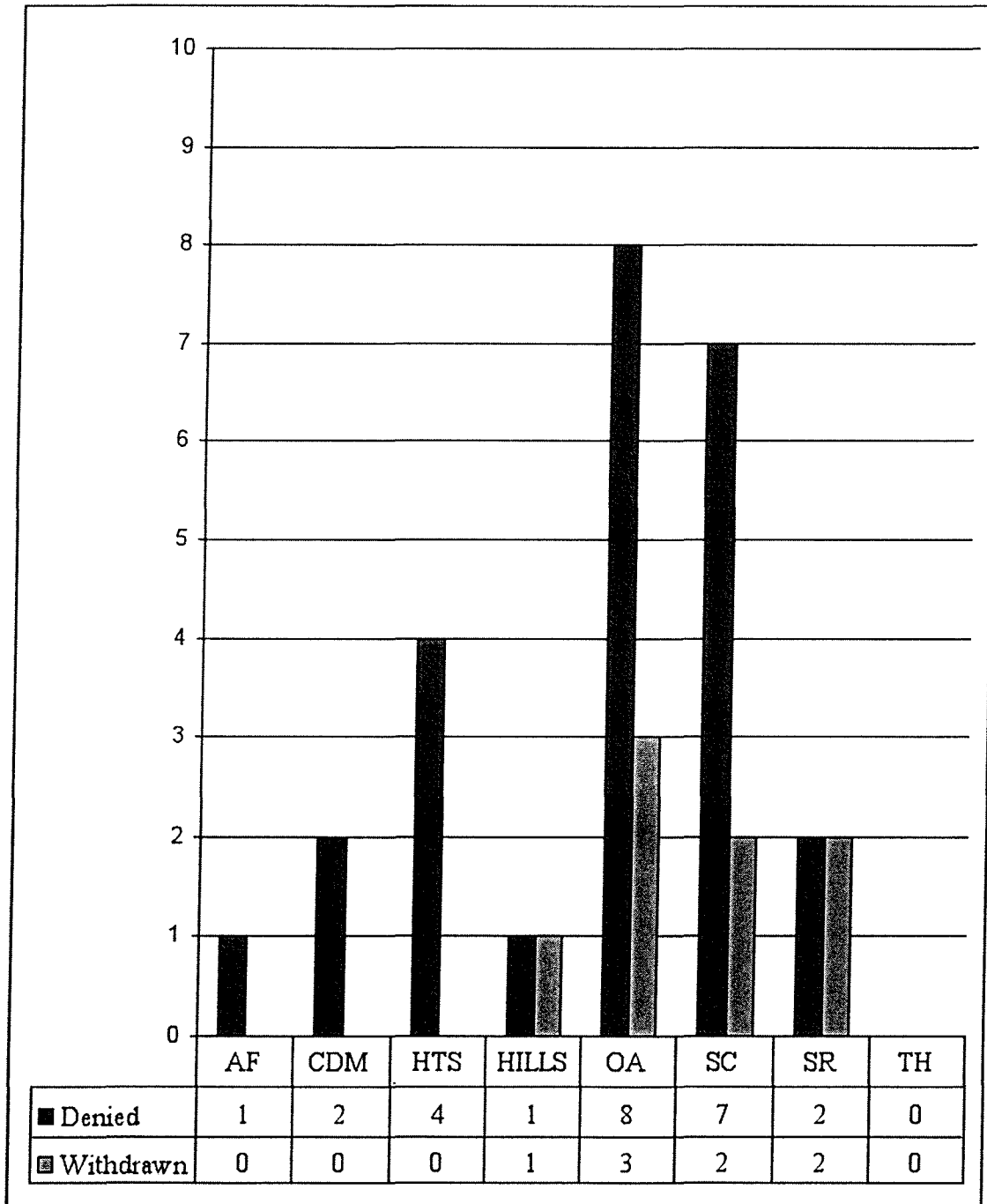
Of the 25 denied transfers, resident students of Torrey Hills had the highest number of denials (seven requests to attend Ocean Air; three requests to attend Sage Canyon). Ocean Air and Sage Canyon were the two sites with the greatest number of requests for transfers into their schools. As of November 10, 2008, the District approved 170 of 195 intradistrict transfer requests. In all, the District denied only 13% of all such requests.

District staff recommend that approved and denied intradistrict transfers and involuntary transfers continue to be monitored throughout the school year. This data should be of assistance when projecting student enrollment for the 2009-2010 school year.

FISCAL IMPACT: None

RECOMMENDED: For information only. No action required.

2008-2009
Denied/Withdrawn Intra District Transfers
By School Requested
As of October 1, 2008

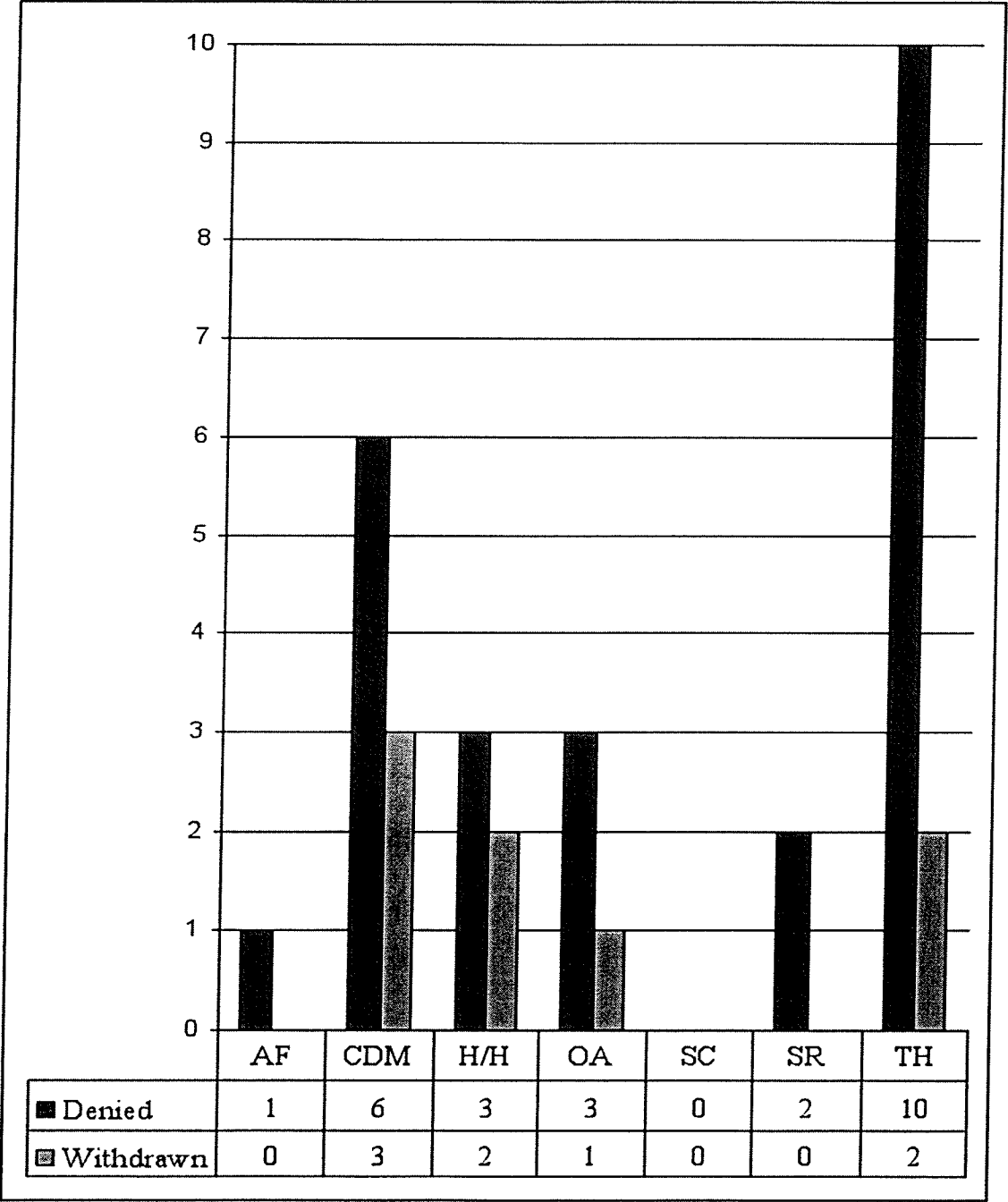


2008-2009
Denied & Withdrawn Intra District Transfers
By School Requested & Grade

	K	1st	2nd	3rd	4th	5th	6th	Total Denied	Total W/D*
Ashley Falls						1 SR		1	0
Carmel Del Mar			1 OA				1 H/H	2	0
Del Mar Heights	3 CDM 1 SR							4	0
Del Mar Hills	1 CDM			1 CDM withdrawn				1	1
Ocean Air	1 TH 1 TH withdrawn	2 TH 1 CDM withdrawn		1 TH	1 CDM 3 TH		1 TH withdrawn	8	3
Sage Canyon		1 AF 1 H/H 2 OA		3 TH 1 H/H withdrawn	1 OA withdrawn			7	2
Sycamore Ridge		1 CDM	1 H/H withdrawn			1 H/H 1 CDM withdrawn		2	2
Torrey Hills								0	0
Total Denied by Grade	6	7	1	4	4	2	1	25	
Total Withdrawn by Grade	1	1	1	2	1	1	1		8

*W/D = Withdrawn

2008-2009
Denied/Withdrawn Intra District Transfers
By School of Residence
As of October 1, 2008



2008-2009
Denied/Withdrawn Intra District Transfers
By School of Residence & Grade

	K	1st	2nd	3rd	4th	5th	6th	Total Denied	Total W/D*
Ashley Falls		1 SC						1	
Carmel Del Mar	3 DM Hts 1 DM Hills	1 SR 1 OA withdrawn		1 DM Hills withdrawn	1 OA	1 SR withdrawn		6	3
Heights and Hills		1 SC	1 SR withdrawn	1 SC withdrawn		1 SR	1 CDM	3	2
Ocean Air		2 SC	1 CDM		1 SC withdrawn			3	1
Sage Canyon								0	0
Sycamore Ridge	1 Hts					1 AF		2	0
Torrey Hills	1 OA 1 OA withdrawn	2 OA		1 OA 3 SC	3 OA		1 OA withdrawn	10	2
Total Denied by Grade	6	7	1	4	4	2	1	25	
Total Withdrawn by Grade	1	1	1	2	1	1	1		8

*W/D = Withdrawn

November 13, 2008

To: Board Members

From: Janet Bernard, Assistant Supt., Curriculum and Instruction

Through: Sharon McClain, Superintendent

Subject: Board Discussion/Approval, 2008/2009 Strategic Planning:
Formation of Strategic Planning Action Teams and Task Forces

On Friday, October 24, and Monday, October 27, a group of over seventy committed District stakeholders met to identify, discuss, and prioritize areas for improvement districtwide. The 2008 District Strategic Planning Team, comprised of parents, teachers, classified staff, DMUSD Board Members, administrators, and community members were also provided with reports from the two action teams deployed from the 2007 planning team meetings. (Enrichment Program Funding and Health, Wellness and Physical Education)

The 2008 Strategic Planning Team identified the following areas to be of the highest priority for improvement:

1. Creating a Culture of Collaboration
2. Communication Across all Levels of the District
3. Budget and Funding of District Programs
4. Options for Funding the Extended Studies Curriculum

Subsequently, staff is recommending that the following Action Teams and Task Forces be deployed for the 2008-09 school year:

Action Teams—Reports Prepared by Late Spring 2009

1. **Collaboration** – Research, define, and recommend new strategies for improving collaboration, both vertically and horizontally for all District stakeholders.

Members: Assistant Supt. Curriculum, 2 Principals, 2 Classroom Teachers, 2 ESC Teachers, 1 Foundation Board Member, and 1 PTA President.

2. **Communication** – Research, define, and recommend a cohesive and comprehensive communication plan incorporating a variety of communicative strategies and options for all District stakeholders.

Members: Director of Technology, 1 District Office Classified Employee, 2 Teachers, 1 Principal, 1 PTA President, 1 Parent, and 1 Admin. Assistant.

3. **Finance** – Research, define, and recommend corporate and major foundation partnerships and grant opportunities; identify a process for the acceptance of financial donations to the District; and create a "user-friendly" budget report to be shared with District stakeholders, including but not limited to, the Education Foundation, PTA, DMCTA, and other site staff.

Members: Assistant Supt. Business Services, Foundation Board Member, PTA President, 2 Teachers representing the DMCTA Executive Board and Bargaining Team, 1 Community Rep, and 4 additional District Stakeholders.

Task Force Teams—Reports Prepared by December 2008

1. **Financial Analysis** – Analyze and examine the budget impact on District programs including, but not limited to, ESC, class size, school size, and prep time. This report will be used to inform the Board and District Action Team regarding the current and future financial state of the District.

Members: Assistant Supt. Business Services, Independent Financial Analyst, and School Accounting Consultants from the San Diego County Office of Education.

2. **Extended Studies Curriculum** – Define programatically what constitutes the ESC core (base) program; research, define, and recommend ESC core (base) programs to be funded by the District. This report will be used to inform the Board on the District's finances related to options for funding the ESC program.

Members: District and Site Administration

The administration would like to thank all members of the 2008 Strategic Planning Team for donating their time to this important process and for their active participation during the two-day event. We would also like to extend a special thank you to our meeting facilitators, Drew Dougherty and Linda Shoob, Carl Hilliard, the Deputy Mayor of the City of Del Mar, and Karen Brust, Del Mar City Manager.

FISCAL IMPACT: None.

RECOMMENDED: The Superintendent recommends approval of the 2008-09 Strategic Planning Action Teams and Task Forces

8.5

November 19, 2008

To: Board Members

From: Sharon McClain, Superintendent

Subject: Board Discussion/Approval, Date For Special Board Workshop to Review Draft Report by Financial Analyst

The Superintendent would like the Board to consider scheduling a Special Board Workshop to review a draft of the financial analysis performed by Caroline Larson of Varinek, Trine, Day & Co., LLP, Certified Public Accountants & Consultants.

The Superintendent, Assistant Superintendent of Business Services, Dena Whittington and Caroline Larson are available on the following dates:

Monday December 8 1:30 p.m.

Tuesday December 9 9:30 a.m.

The Superintendent requests Board availability on either of these dates for a Special Board Meeting.

FISCAL IMPACT: None

RECOMMENDED: For information only. No action required.

Regular Board Meeting of November 19, 2008

November 13, 2008

To: Board Members

From: Rodger Smith, Director of Human Resources & Facilities Planning

Through: Sharon McClain, Superintendent

Subject: Second Reading and Approval, 2009-2010 School Year Calendar

Following this narrative is the proposed calendar for the Del Mar Union School District 2009-2010 school year calendar. The proposed calendar was presented for a first reading during the regular Board meeting on October 22, 2008. The proposed calendar includes the first day of school on August 31 and the final day of school on June 17. This calendar is compatible with the adopted calendar for the San Dieguito Union High School District with the following minor exceptions:

- San Dieguito has scheduled a staff development day for October 19; the DMUSD calendar calls for this day to be a regular school day.
- The final day for students in San Dieguito will be June 18; the DMUSD calendar has the last student day on June 17 followed by a teacher work day on June 18.

The proposed calendar was reviewed with the DMCTA Professional Relations Committee on Monday, October 13.

FISCAL IMPACT: There is no fiscal impact associated with approval of the proposed calendar for 2009-2010.

RECOMMENDED: The Superintendent recommends approval of the 2009-2010 school year calendar

DEL MAR UNION SCHOOL DISTRICT
2009-2010 SCHOOL CALENDAR

236

School Month	M	T	W	Th	F	Attendance Days	Cumulative Attendance Days	Holidays and Other Information
June/July	29	30	1	2	*3	0	0	6/29
	6	7	8	9	10	0	0	*7/3
	13	14	15	16	17	0	0	
	20	21	22	23	24	0	0	
July/Aug	27	28	29	30	31	0	0	07/31
	3	4	5	6	7	0	0	
	10	11	12	13	14	0	0	
	17	18	19	20	21	0	0	8/17
1)Aug/Sept	24	25	√26	√27	√28	0	0	8/26 – 8/28
	31	1	2	3	4	5	5	8/31
	*7	8	9	10	11	4	9	*9/7
	14	15	16	17	18	5	14	
	21	22	23	24	25	5 (19)	19	
2)Sept/Oct	28	29	30	1	2	4	23	9/28
	5	6	7	8	9	5	28	Certificated/Classified Non-Work Day
	12	13	14	15	16	5	33	10/19-10/23 Parent Conferences
	19	20	21	22	23	5 (19)	38	(minimum days)
3)Oct/ Nov	26	27	28	29	30	5	43	
	2	3	4	5	6	5	48	
	9	10	*11	12	13	4	52	*11/11
	16	17	18	19	20	5 (19)	57	*Veteran's Day Observed
4)Nov/Dec	23	24	25	*26	*27	0	57	11/23 - 11/27
	30	1	2	3	4	5	62	Thanksgiving Week
	7	8	9	10	11	5	67	
	14	15	16	17	18	5	72	
	21	22	23	*24	*25	0	72	12/21 - 1/1
	28	29	30	*31	*1	0	72	Winter Recess
	4	5	6	7	8	5 (20)	77	
5)Jan/Feb	11	12	13	14	15	5	82	
	*18	19	20	21	22	4	86	*1/18
	25	26	27	28	29	3	89	
	†1	†2	3	4	5	5 (17)	94	2/1, 2/2
6)Feb/Mar	8	9	10	11	*12	4	98	*2/12-*2/15
	*15	16	17	18	19	4	102	*Presidents' Days Observed
	22	23	24	25	26	5	107	2/22-2/26
	1	2	3	4	5	5 (18)	112	Parent Conferences • (minimum days)
7)Mar/Apr	8	9	10	11	12	5	117	
	15	16	17	18	19	5	122	
	22	23	24	25	26	5	127	
	29	30	31	1	2	5 (20)	132	
8) April	5	6	7	8	9	0	132	4/5 – 4/9 Spring Break
	12	13	14	15	16	5	137	
	19	20	21	22	23	5	142	
	26	27	28	29	30	5 (15)	147	
9)May	3	4	5	6	7	5	152	
	10	11	12	13	14	5	157	
	17	18	19	20	21	5	162	
	24	25	26	27	28	5 (20)	167	
10)May/June	*31	1	2	3	4	4	171	*5/31
	7	8	9	10	11	5	176	6/17
	14	15	16	17	√18	4 (13)	180	√6/18
	21	22	23	24	25			

Total Attendance Days ----- 180

√ Teacher Work Days: 8/26/09, 8/27/09, 8/28/09, 6/18/10

† Teacher Inservice days: 1/25/10, 1/26/10

Contracted Teacher Workdays ----- 184

Dates of legal holidays *

Dark Shading Denotes No School for Students

Italics Denotes Minimum Days for Students

Presented to the Board of Trustees for Approval: Regular Board Meeting of November 19, 2008

November 19, 2008

To: Board Members
From: Sharon McClain, Superintendent
Subject: Reminder of Upcoming Events and Schedules

Monday-Friday, November 24-28, 2008

Thanksgiving Week. No School.

Wednesday, December 3, 2008

CSBA Pre-Conference Session, "Orientation for New Trustees", San Diego Convention Center

Thursday – Saturday, December 4-6, 2008

CSBA Education Conference and Trade Show, San Diego Convention Center

Wednesday, December 10, 2008

Board of Trustees Meeting/Organizational Meeting, Del Mar Hills Academy, 5:45 p.m. (New trustees will be sworn in.)

Friday, December 12, 2008

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

December 19, 2008-January 2, 2009

Winter Break. No School. School resumes on Monday, January 5, 2009.

Friday, January 9, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Monday, January 19, 2009

Martin Luther King, Jr. Day. No School

Wednesday, January 21, 2009

Board Visitation to Ocean Air, 12:45 p.m.

Monday-Tuesday, January 26 & 27, 2009

Staff Inservice Days. No School

Wednesday, February 4, 2009

Board Visitation to Del Mar Hills Academy, 12:45 p.m.

Friday, February 6, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Monday & Friday, February 13 & 16, 2009

Presidents' Day Observed. Lincoln's Day and Washington's Day.

Monday-Friday, February 23-27, 2009

Parent/Teacher Conference Week. Early dismissal: 12:30 p.m.

Wednesday, March 4, 2009

Board Visitation to Carmel Del Mar, 12:45 p.m.

Friday, March 13, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Wednesday, March 18, 2009

Board Visitation to Sycamore Ridge, 12:45 p.m.

Wednesday, April 1, 2009

Board Visitation to Sage Canyon, 12:45 p.m.

Friday, April 3, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

April 6-10, 2009

Spring Break. No School. School resumes on Monday, April 13, 2009

Friday, May 1, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Wednesday, May 20, 2009

Board Visitation to Del Mar Heights, 12:45 p.m.

Friday, June 5, 2009

LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

November 13, 2008

To: Board Members

From: Rodger Smith, Director of Human Resources & Facilities Planning

Through: Sharon McClain, Superintendent

Subject: Facilities Report for November

Preliminary Planning for a New District Office

Visits to the district office facilities of Carlsbad and Encinitas have not been completed. Completion of these visits is now anticipated in time for a report to the Board in December. A draft of a "Request for Qualifications" for real estate professionals is included on this agenda; it is anticipated that the RFQ will be finalized tonight and distribution will occur in the next two days. Selection of this individual will facilitate the gathering of information about available properties that may be worthy of consideration for district office purposes. Also on this agenda is a report regarding four options for potential relocation of the district offices coupled with approximate timelines for each of the options.

Childcare Facilities at Ocean Air

General estimates for the cost of relocatable versus permanent child care facilities that meet the new fire code requirements have been developed. The estimated cost for relocatable facilities that meet the fire requirements is approximately \$500,000; the cost for permanent facilities is estimated to be approximately \$1,000,000. Permanent facilities have a life expectancy of approximately fifty years; relocatable buildings have a life expectancy of approximately twenty years. Permanent facilities would be tailored to fit in well with the existing facilities; relocatable facilities may not enhance the appearance of the campus. The child care fund will support the cost of whatever option is chosen for child care facilities at Ocean Air. During discussion of this item, additional direction will be requested from the Board relative to the necessary information required for the Board to make an informed decision regarding the type of child care facilities that will be added to the Ocean Air campus.

Relocatable P-2 at Del Mar Hills

Thanks to the excellent work by Vince Jewell and Mike Casey, Room P-5 at Del Mar Hills will house the portion of the Technology Department that was displaced by the demolition of P-2. The area of the playground at Del Mar Hills that was formerly occupied by P-2 will be augmented with additional fencing and two new, much needed ball walls for student use. The district is grateful for the cooperative and supportive reception that the Technology Department continues to enjoy at the Del Mar Hills Academy.

November 12, 2008

To: Board Members

From: Rodger Smith, Director of Human Resources & Facilities

Through: Sharon McClain, Superintendent

Subject: Draft of "Request for Qualifications" for Real Estate Brokerage Services

Following this narrative is a draft of a "Request for Qualifications" that is intended to assist the District in the selection of a commercial real estate professional who will work with the District for the purpose of acquiring or developing new district office facilities. As requested, prior to the time that this document is finalized for distribution, it is hereby provided for Board input and discussion. It is anticipated that, at the conclusion of the discussion, the contents and structure of a final version of the Request for Qualifications document will be determined in order to provide for distribution of the document to real estate professionals in the very near future.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

9.2

DRAFT

**REQUEST FOR QUALIFICATIONS
FOR COMMERCIAL REAL ESTATE BROKER SERVICES
DEL MAR UNION SCHOOL DISTRICT**

November 19, 2008

A. Introduction:

The Del Mar Union School District (District) is interested in securing the services of a commercial real estate professional who will represent the district as their broker in the acquisition of land and/or facilities for new district office headquarters. Accordingly, the District respectfully requests that you consider responding to this Request for Qualifications.

B. School District Requirement:

The District is interested in acquiring 12,000 to 30,000 square feet of improved property for the location of school district headquarters. The site will primarily consist of administrative offices for district headquarters, and may include maintenance and operations facilities as well as pre-school and child care facilities.

C. Required Broker Services:

Required broker services will include, but not be limited to the following:

- a. Identification and analysis of all potential sites, which could accommodate the requirement, located within district boundaries, to include the following options:
 - 1. Improved property for lease
 - 2. Improved property for purchase
 - 3. Developable raw land
- b. Preparation and presentation of reports to district employees and to the Board of Trustees

- c. Preparation of offers, or requests for proposal, and assistance with negotiations to final contract.

D. Contents of Responses to this Request for Qualifications

Please include in your response to this Request for Qualifications the following items:

- a. General information regarding your company;
- b. Resume of the broker(s) who will work on the requirement
- c. A list of a minimum of three references from clients with whom the broker(s) completed transactions within the last three years, including information that identifies a key contact person, company name, phone number, email address and physical address for each reference
- d. A list of all transactions successfully completed by our company within the last boundaries of the Del Mar Union School District in the last five years
- e. Proposed exclusive representation document, to include proposed compensation in the event a target property is successfully acquired and in the event that a target property is not successfully acquired
- f. Disclosure of any potential conflicts of interest, to include, but not limited to listings controlled by your firm which could accommodate the requirement and any relationships with school board officials or district employees.

E. Process:

Responses to this Request for Qualifications will be evaluated on the basis of the broker's previous experience as it relates to providing the desired services, an assessment of the broker's ability to perform the desired services, the qualify of references from past clients, apparent familiarity with market conditions and trends in the general geographical areas in which the services will be performed, the contents of the proposed exclusive representation document, and the existence of potential conflicts of interest that may be perceived as having a deleterious impact on the ability of the broker to provide the desired services.

Following a thorough evaluation of the responses to the Request for Qualifications, selected individuals will be invited to interview with representatives of the District in order to provide additional information regarding the broker's abilities to meet the needs of the district. It is

anticipated that a final candidate will be recommended for approval by the Board of Trustees during their regular meeting on January 21, 2009.

F. Miscellaneous Information:

Responses to this Request for Qualifications must be submitted no later than _____ to:

Rodger Smith, Director
Facilities Planning
Del Mar Union School District
225 Ninth St.
Del Mar, CA 92014

Please provide seven copies of responses for District use.

Please be advised that any effort by prospective brokers to contact members of the Board of Trustees during the District's selection process will result in immediate disqualification from selection eligibility.

Requests for additional information may be addressed to Rodger Smith at the address listed above or by telephone at (858) 523-6186 or via email at rsmith@dmusd.org.

November 13, 2008

To: Board Members

From: Rodger Smith, Director of Human Resources & Facilities

Through: Sharon McClain, Superintendent

Subject: Options for Relocation of District Office Facilities

In response to a request from Board Member Perkins, the following report has been prepared in conjunction with Frisco White, principal architect with the firm of Westberg + White. Frisco's knowledge of local planning and development requirements and issues was especially valuable in developing this report.

The intent of the report is to provide basic information regarding timeframes and implications for various options that are available to the District for relocation of district office facilities. It is hoped that this information will be pertinent as the Board considers potential priorities for options for relocation of District Office facilities; this information may also be of assistance in determining the selection of a real estate professional to assist the district in its pursuit of options for new District Office facilities.

The following report focuses on four basic options for potential relocation of the district office. These options are:

- 1) Purchase and develop raw land
- 2) Purchase and remodel an existing commercial structure
- 3) Modify the use of an existing district facility
- 4) Lease and remodel an existing commercial structure

Within each of the four options, several variations may develop as facts become known regarding the availability of raw land for development and the availability of suitable existing commercial structures that appear promising in terms of housing one or more district programs.

Generally, the options discussed below assume that all District-level operations would be housed at the same location. These operations would include all functions currently housed at the District Office, the District's pre-school and childcare programs, the technology department and maintenance and operations. Under certain circumstances, additional requirements/time implications may be invoked by including certain programs at a site; efforts have been made to identify these situations and additional potential time/resources commitments that may result have been cited.

In the following report, timeframes have been generally estimated because each option will most likely involve unique elements that will require either more or less time for regulatory processes depending upon zoning regulations, potential use of facilities by students, potential environmental impacts, traffic issues, and any number of other unique considerations associated with a potential site or existing structure that presents a bona fide possibility for use as our new district office facility. A discussion of the options follows below.

OPTION TO PURCHASE AND DEVELOP RAW LAND

<u>Activity</u>	<u>Estimated Time Requirement and Explanatory Notes</u>
Identify a suitable two or three acre site for purchase	Timeframe unknown – less land may be required if underground parking is possible; availability of land at an affordable price is unknown; current zoning requirements must allow for intended use or, if feasible, change in zoning may be required; time to complete zoning change – 12 to 18 months
Complete escrow and due diligence activities	30 to 180 days – may include conducting a comprehensive Environmental Impact Report; if site is to house children, State Department of Education (SDE) school site standards would need to be met and site would require State approval
Complete schematic design	30 days assuming immediate availability of space allocation requirements
Complete design elements and complete construction drawings	4 to 6 months

Obtain DSA or City approval of construction drawings 4 to 6 months

Conduct bidding of contract, initiate and complete construction of new facility 12 to 15 months

OPTION TO PURCHASE AND REMODEL AN EXISTING COMMERCIAL STRUCTURE

<u>Activity</u>	<u>Estimated Time Requirement and Explanatory Notes</u>
Identify a suitable property for purchase	Timeframe unknown; if zoning change is required for intended use, process may involve 12 to 18 months; use for pre-school and child care may not fit current zoning regulations
Complete escrow and due diligence activities	30 to 180 days – may include conducting a comprehensive Environmental Impact Report; if site is to house children, Department of the State Architect (DSA) standards would need to be met and site would require State Department of Education approval in terms of health and safety standards as well as adequacy of playground space for programs to be located on site. Meeting DSA structural standards and SDE playground standards may be problematic.
Complete schematic design for renovations to property	30 days assuming immediate availability of space allocation requirements
Complete design elements and complete construction drawings	4 to 6 months
Obtain DSA or City approval of construction drawings	4 to 6 months

Conduct bidding of construction contract, complete renovation of facility	12 to 15 months

OPTION TO MODIFY USE OF AN EXISTING DISTRICT FACILITY

<u>Activity</u>	<u>Estimated Time Requirement and Explanatory Notes</u>
Board decision to alter current use of an existing district facility	Timeframe unknown
Complete Environmental Impact Report	6 months – timeframe may be less if a negative declaration or mitigated negative declaration is feasible
Complete renovation design schematic and construction drawings	4 to 6 months; may run concurrent with EIR preparation
DSA approval of construction drawings	4 to 6 months; DSA approval only necessary if site is to house students, however, City approval is likely to take the same amount of time and may require a zoning change; zoning change involves 12 to 18 months. SDE playground space requirements will need to be met if site is to house students.
Bidding and completion of construction of renovations	10 to 12 months

OPTION TO LEASE AND REMODEL AN EXISTING COMMERCIAL STRUCTURE

<u>Activity</u>	<u>Estimated Time Requirement and Explanatory Notes</u>
Identify a suitable property to lease	Timeframe unknown; if zoning change is required for intended use, process may involve 12 to 18 months; use for pre-school and child care may not fit current zoning regulations
Complete lease agreement and due diligence activities	30 to 180 days – may include conducting a comprehensive Environmental Impact Report; if site is to house children, Department of the State Architect (DSA) standards would need to be met and site would require State Department of Education approval in terms of health and safety standards as well as adequacy of playground space for programs to be located on site. Meeting DSA structural standards and SDE playground standards may be problematic.
Complete schematic design for renovations to property	30 days assuming immediate availability of space allocation requirements
Complete design elements and complete construction drawings	4 to 6 months
Obtain DSA or City approval of construction drawings	4 to 6 months; City tenant improvement permits may involve 2 weeks to 2 months to obtain
Conduct bidding of construction contract, complete renovation of facility	12 to 15 months

Additional Considerations

As the options discussed above are considered, additional issues that may arise include:

- District Office operations for pre-school, child care, and maintenance and operations may be housed in separate facilities from other District Office programs; the potential exists for two or more of the scenarios above to be under consideration depending on the final configuration and location of programs.
- Locating the pre-school and child care programs at a site that currently houses students significantly reduces potential complications in the approval process than if these programs are located at a site that is not currently operated as a school facility. DSA approval of a facility may not be necessary if students will not be present in the building on a regular basis.
- During construction of any of the alternatives, District Office operations could be housed in temporary facilities that may be located on a site that is under construction.
- Considering the option that would involve the least amount of time to complete, the minimum amount of time involved for any option is 24 months; with approximately two and one-half years remaining on our current agreement to remain at the Shores property, timely decisions need to be made relative to an option or options to pursue.

Input from Members of the Board, as well as direction for future activities on this topic, will be solicited during the discussion of the information presented above.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

November 13, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval and Acceptance of Donations to the Del Mar Union School District

Items	School Site	Donor
\$338.06	Ashley Falls	Target
\$2,664.29	Ocean Air	PTA
\$1,282.15	Sycamore Ridge	PTA

FISCAL IMPACT:

Revenue:	A total of \$4,284.50 has been received by the Del Mar Union School District as donations. The 2008/2009 site fundraising revenue budgets have been increased by \$4,284.50 for school sites as indicated above.
Expenditure:	The 2008/2009 site fundraising expenditure budgets have been increased by \$4,284.50 for school sites as indicated above.
Fund Balance:	No change to the fund balance.

RECOMMENDED: The Superintendent recommends approval and acceptance of donations to the Del Mar Union School District as listed above.

*10.1

November 13, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, 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 approves the purchase orders listed in the amount of \$387,333.35. It is also recommended that the Board of Trustees ratifies the commercial warrants listed in the amount of \$681,174.73 and ratifies the revolving cash disbursements listed in the amount of \$2,159.82.

The purchase order amounts and revolving cash disbursements listed have been verified for accuracy and sufficient account balances by the Business Department.

Signed

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 Superintendent recommends that the Board of Trustees approves the purchase orders, ratifies the commercial warrant payments and ratifies the revolving cash disbursements as listed.

*10.2

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101121	10/01/08	03	SDCOE	013	PRINTING EXPENSE	\$2,387.42
101122	10/01/08	03/06	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$146.07
101123	10/01/08	03	SDCOE	013	OFFICE SUPPLIES	\$172.40
101124	10/01/08	03	ULTIMATE OFFICE	013	OFFICE SUPPLIES	\$154.19
101125	10/01/08	06	RENAISSANCE LEARNING, INC.	005	INST MAT/SUP GEN PURPOSE	\$506.74
101126	10/02/08	03	THEATREWORKS/USA	007	FIELD TRIP	\$768.00
101127	10/03/08	63	OFFICE DEPOT, B.S.D.	060	INST SUPPLIES CHILD DEV	\$2,500.00
101128	10/03/08	03	BOUND TO STAY BOUND BOOKS INC	005	BOOKS OTHER THAN TEXTBOOKS	\$387.62
101129	10/03/08	06	A PLUS EDUCATORS, LLC	010	INST MAT/SUP GEN PURPOSE	\$1,115.00
101130	10/03/08	06	A PLUS EDUCATORS, LLC	010	INST MAT/SUP GEN PURPOSE	\$225.00
101131	10/06/08	03	HAMPTON-BROWN	012	TEXTBOOKS	\$1,021.15
101132	10/06/08	03	JONI DEGROOT	011	OFFICE SUPPLIES	\$22.68
101133	10/06/08	03	MARILYN WYMAN	011	MISC. SUPPLIES	\$97.17
101134	10/06/08	06	BARBARA (PENNY) BOERNER	011	INST MAT/SUP GEN PURPOSE	\$138.71
101135	10/06/08	03	HARCOURT ASSESSMENT	011	TESTING SUPPLIES	\$1,465.99
101136	10/06/08	03	PEARSON ASSESSMENTS	011	TESTING SUPPLIES	\$429.79
101137	10/06/08	03	SUPER DUPER PUBLICATIONS	011	TESTING SUPPLIES	\$422.72
101138	10/06/08	03	LINGUI SYSTEMS INC.	011	TESTING SUPPLIES	\$2,256.72
101139	10/06/08	03	MOORE MEDICAL CORPORATION	011	HEALTH SUPPLIES	\$53.99
101140	10/06/08	06	EDUCATORS PUBLISHING SERVICE	011	INST MAT/SUP GEN PURPOSE	\$379.98
101141	10/06/08	06	OFFICE DEPOT, B.S.D.	011	INST MAT/SUP GEN PURPOSE	\$262.55
101142	10/06/08	06	JEFFREY S. OWEN, PH.D.	011	OTHER CONTRACTS	\$4,250.00
101143	10/06/08	03	HARCOURT ASSESSMENT	011	TESTING SUPPLIES	\$7,700.89
101144	10/06/08	06	NOVEL IDEAS	007	INST MAT/SUP GEN PURPOSE	\$231.45
101145	10/06/08	03	OFFICE DEPOT, B.S.D.	004	INST MAT/SUP GEN PURPOSE	\$100.00
101146	10/06/08	03	LIBERTY PAPER	006	INST MAT/SUP GEN PURPOSE	\$1,176.63
101147	10/06/08	06	DICK BLICK	006	INST MAT/SUP GEN PURPOSE	\$1,813.70
101148	10/06/08	03	COMPANION CORPORATION	008	SUPPLY PACKETS	\$548.75
101149	10/06/08	03	A PLUS EDUCATORS, LLC	008	TRAVEL AND CONFERENCES	\$209.00
101150	10/06/08	03	AMERICAN LEGACY PUBLISHING INC	010	INST MAT/SUP GEN PURPOSE	\$369.60
101151	10/06/08	03	HELEN WOODWARD CENTER	003	FIELD TRIP	\$480.00
101152	10/06/08	03	COACH USA	003	FIELD TRIP	\$792.38
101153	10/07/08	03	AMTRAK GROUP SALES	005	FIELD TRIP	\$1,162.56
101154	10/07/08	03	CHRISTOPHER W. CROUCHER	001	OTHER CONTRACTS	\$1,740.00
101155	10/07/08	03	PACIFIC ANIMAL PRODUCTIONS	001	OTHER CONTRACTS	\$315.00
101156	10/07/08	03	LEADERSHIP DNA	001	STRATEGIC PLANNING	\$38,000.00
101157	10/07/08	06	JANUS CORPORATION	001	REPAIRS BLDG/GRND-HILLS	\$33,492.00
101158	10/07/08	06	ABILITATIONS	011	INST MAT/SUP GEN PURPOSE	\$961.90
101159	10/07/08	06	MAYER-JOHNSON LLC	011	INST MAT/SUP GEN PURPOSE	\$316.75
101160	10/07/08	03	NASCO MODESTO	011	MISC. SUPPLIES	\$46.51
101161	10/07/08	03	TUNED IN TO LEARNING	011	MISC. SUPPLIES	\$96.44
101162	10/07/08	03	DIDAX, INC.	011	MISC. SUPPLIES	\$70.30
101163	10/07/08	03	JENNIFER HAVLAT	005	\$100 TEACHER STIPEND	\$89.47
101164	10/07/08	03	RACHELLE ARMSTRONG	007	INST MAT/SUP GEN PURPOSE	\$78.26
101165	10/07/08	03	JENNY LUCE	010	\$100 TEACHER STIPEND	\$90.00
101166	10/07/08	06	A PLUS EDUCATORS, LLC	006	TRAVEL AND CONFERENCES	\$860.00
101167	10/07/08	63	DUSTIN WEBSTER	060	MILEAGE REIMBURSEMENT	\$83.33
101168	10/07/08	63	JANAN TAOVIL	060	MILEAGE REIMBURSEMENT	\$75.40
101169	10/07/08	63	ASHLEY MANNING	060	MILEAGE REIMBURSEMENT	\$62.82
101170	10/07/08	63	GAYLORD LEEPER	060	MILEAGE REIMBURSEMENT	\$132.82
101171	10/07/08	63	CHARLEY JACOB	060	MILEAGE REIMBURSEMENT	\$85.45
101172	10/07/08	63	TRAFFIC CONTROL SERVICES	006	GEN SUPPLIES CHILD DEV	\$191.93

DEL MAR UNION

FROM 10/01/08 THRU 10/31/08

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101173	10/07/08	03	PROJECTOR DOCTOR	006	EQUIP REPAIR	\$179.00
101174	10/07/08	03	ERIC OSICKI	005	\$100 TEACHER STIPEND	\$138.00
101175	10/07/08	03	HOUGHTON MIFFLIN COMPANY	007	TEXTBOOKS	\$105.02
101176	10/07/08	03	SMILEMAKERS	011	MISC. SUPPLIES	\$63.54
101177	10/07/08	03	CLASSROOM SUPPLY MART	011	MISC. SUPPLIES	\$49.38
101178	10/07/08	06	ZOO PHONICS	011	INST MAT/SUP GEN PURPOSE	\$324.94
101179	10/07/08	03	RAYMOND GEDDES & CO.	011	MISC. SUPPLIES	\$27.98
101180	10/08/08	03	HILTON GARDEN INN	013	STRATEGIC PLANNING	\$2,948.04
101181	10/08/08	03	LEARNING FOR ALL AGES	011	MISC. SUPPLIES	\$281.19
101182	10/08/08	03	SCHOOL SPECIALTY	010	INST MAT/SUP GEN PURPOSE	\$29.39
101183	10/08/08	03	REGINA WILLIAMS	003	\$100 TEACHER STIPEND	\$90.00
101184	10/08/08	03	FAGEN FRIEDMAN & FULFROST, LLP	011	LEGAL FEES	\$417.00
101185	10/08/08	03	SCHOOL HEALTH SUPPLY CO.	011	HEALTH SUPPLIES	\$442.27
101186	10/08/08	06	SCHOOL SPECIALTY	011	INST MAT/SUP GEN PURPOSE	\$41.21
101187	10/08/08	06	MOUNTAIN MATH/LANGUAGE	007	INST MAT/SUP GEN PURPOSE	\$759.50
101188	10/08/08	03	LAKESHORE LEARNING MATERIALS	010	2006/07 DMSEF WISHLIST	\$488.55
101189	10/08/08	06	DEL MAR HIGHLANDS LUBE CENTER	001	REPAIRS TO VEHICLES	\$500.00
101190	10/08/08	03	WENDY WARDLOW	003	INST MAT/SUP GEN PURPOSE	\$69.16
101191	10/08/08	03	TIME FOR KIDS	003	4TH GR - FUNDRAISING	\$141.44
101192	10/08/08	03	ZANER-BLOSER INC	003	INST MAT/SUP GEN PURPOSE	\$122.83
101193	10/08/08	06	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$45.20
101194	10/08/08	06	PACIFIC PLUMBING SPECIALTIES	001	MAINT SUPPLIES	\$250.00
101195	10/08/08	13	SAN DIEGO REFRIGERATION	001	EQUIP REPAIR	\$192.11
101196	10/08/08	03	A PLUS EDUCATORS, LLC	008	TRAVEL AND CONFERENCES	\$209.00
101197	10/08/08	03	FARBER PIANO SERVICE	004	OTHER CONTRACTS	\$125.00
101198	10/08/08	03	OTHER WORLD TECHNOLOGY	004	INST MAT/SUP GEN PURPOSE	\$106.40
101199	10/08/08	03	INTERNATIONAL HOUSE OF BLUES	007	FIELD TRIP	\$440.00
101200	10/08/08	03	COACH USA	007	FIELD TRIP	\$792.36
101201	10/08/08	03	KATRINA GRAUPMAN	010	\$100 TEACHER STIPEND	\$90.00
101202	10/08/08	03	LAWRENCE FAMILY JCC	007	FIELD TRIP	\$840.00
101203	10/08/08	03	COACH USA	007	FIELD TRIP	\$792.36
101204	10/08/08	03	TANYA LUBOMUDROV	010	INST MAT/SUP GEN PURPOSE	\$103.57
101205	10/08/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$215.07
101206	10/08/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$215.42
101207	10/08/08	03	CITY OF VISTA	006	FIELD TRIP	\$640.00
101208	10/08/08	03	MISSION SAN JUAN CAPISTRANO	006	FIELD TRIP	\$1,089.00
101209	10/08/08	03	OFFICE DEPOT, B.S.D.	006	COMPUTER SUPPLIES	\$351.74
101210	10/08/08	06	HOME DEPOT CREDIT SERVICES	009	INST MAT/SUP GEN PURPOSE	\$500.00
101211	10/08/08	03	HELEN WOODWARD CENTER	009	FIELD TRIP	\$552.00
101212	10/08/08	03	COACH USA	009	FIELD TRIP	\$935.06
101213	10/08/08	03	USS MIDWAY MUSEUM	009	FIELD TRIP	\$462.00
101214	10/08/08	03/06	KELSEY DUMOFF	009	\$100 TEACHER STIPEND	\$148.38
101215	10/08/08	03	FRIENDS OF THE KUMEYAAY	009	FIELD TRIP	\$260.00
101216	10/08/08	03	HOUGHTON MIFFLIN COMPANY	009	TEXTBOOKS	\$186.52
101217	10/08/08	03/06	BARNES & NOBLE, INC	005	OTHER BOOKS-PROF.LIB.	\$40.85
101218	10/08/08	03/06	MOORE MEDICAL CORPORATION	013	OFFICE SUPPLIES	\$104.71
101219	10/08/08	03	ARENSON OFFICE FURNITURE	005	INST MAT/SUP GEN PURPOSE	\$169.98
101220	10/08/08	03	MAD SCIENCE OF SAN DIEGO	008	FIELD TRIP	\$710.00
101221	10/08/08	03	KRISTIN WINN	008	FIELD TRIP	\$209.18
101222	10/08/08	03	NICOLE BRITTON	008	\$100 TEACHER STIPEND	\$90.00
101223	10/08/08	03	SUSAN GARFEIN	008	\$100 TEACHER STIPEND	\$90.00
101224	10/08/08	03	ACSA	008	TRAVEL AND CONFERENCES	\$720.00

DEL MAR UNION
 FROM 10/01/08 THRU 10/31/08

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101225	10/08/08	03	COACH USA	008	FIELD TRIP	\$1,584.72
101226	10/08/08	63	UNITED HEALTH SUPPLIES	060	GEN SUPPLIES CHILD DEV	\$888.72
101227	10/08/08	03	COACH USA	007	FIELD TRIP	\$792.36
101228	10/08/08	03	HELEN WOODWARD CENTER	005	FIELD TRIP	\$528.00
101229	10/08/08	03	BOUND TO STAY BOUND BOOKS INC	010	BOOKS OTHER THAN TEXTBOOKS	\$1,659.88
101230	10/08/08	03	SARA NIELSON	007	\$100 TEACHER STIPEND	\$90.00
101231	10/08/08	03	JENNIFER LITT	009	\$100 TEACHER STIPEND	\$90.00
101232	10/08/08	03	LIBERTY PAPER	003	INST MAT/SUP GEN PURPOSE	\$1,176.63
101233	10/08/08	03	INTERNATIONAL HOUSE OF BLUES	003	FIELD TRIP	\$330.00
101234	10/08/08	03	THE FLAG POLE COMPANY	003	INST MAT/SUP GEN PURPOSE	\$39.81
101235	10/08/08	03	ACADEMIC SUPPLIER	022	OFFICE SUPPLIES	\$648.18
101236	10/08/08	03	STAR SAFETY IGSS	003	INST MAT/SUP GEN PURPOSE	\$35.18
101237	10/08/08	03	OFFICE DEPOT, B.S.D.	003	INST MAT/SUP GEN PURPOSE	\$91.22
101238	10/08/08	03	HERITAGE TOURS	003	FIELD TRIP	\$250.00
101239	10/08/08	03	MISSION SAN JUAN CAPISTRANO	005	FIELD TRIP	\$656.00
101240	10/08/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$26.93
101241	10/08/08	03	PEACE PARTNERS, INC.	010	2007/2008 DMSEF WISHLIST	\$105.98
101242	10/08/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$12.92
101243	10/08/08	03	SDCOE	013	MISC. SUPPLIES	\$39.22
101244	10/08/08	03	SDCOE	013	OFFICE SUPPLIES	\$39.22
101245	10/08/08	03	COACH USA	006	FIELD TRIP	\$799.80
101246	10/08/08	03	COACH USA	006	FIELD TRIP	\$399.90
101247	10/08/08	03	VICTORIA HEMERICK	004	\$100 TEACHER STIPEND	\$90.00
101248	10/08/08	03	BARNES & NOBLE, INC	012	INST MAT/SUP GEN PURPOSE	\$1,091.84
101249	10/08/08	03	DIANNA HOLMES	005	\$100 TEACHER STIPEND	\$90.00
101250	10/08/08	03/06	KATHARIN ROTH	005	\$100 TEACHER STIPEND	\$157.85
101251	10/08/08	63	PAPER DIRECT	060	GEN SUPPLIES CHILD DEV	\$69.18
101252	10/08/08	03	SOUTHWEST TROPHY	013	MISC. SUPPLIES	\$99.13
101253	10/08/08	06	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$894.28
101254	10/08/08	06	DOROTHY WAITE	003	TRAVEL AND CONFERENCES	\$140.00
101255	10/08/08	03	COMPANION CORPORATION	008	BOOKS OTHER THAN TEXTBOOKS	\$100.00
101256	10/08/08	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	\$1,159.12
101257	10/08/08	03	JR COMMERCIAL CLEANING EQUIP.	001	REPAIRS TO MACHINES	\$747.02
101258	10/08/08	03	ADVANCE NEWSMAGAZINES	022	ADVERTISING	\$265.00
101259	10/08/08	03	OFFICE DEPOT, B.S.D.	008	INST MAT/SUP GEN PURPOSE	\$500.00
101260	10/08/08	03	CDW-G	001	COMPUTER SUPPLIES	\$52.78
101261	10/08/08	06	A O REED & CO.	001	REPAIRS BLDG/GRND-HILLS	\$6,006.05
101262	10/08/08	06	LLOYD PEST CONTROL	001	REPAIRS BLDG/GRND-HILLS	\$300.00
101263	10/08/08	03	TIME FOR KIDS	009	INST MAT/SUP GEN PURPOSE	\$39.78
101264	10/08/08	06	CMC SOUTH	003	TRAVEL AND CONFERENCES	\$140.00
101265	10/08/08	03	EMILY DISNEY	009	FUNDRAISER	\$327.73
101266	10/08/08	06	DICK BLICK	005	INST MAT/SUP GEN PURPOSE	\$604.50
101267	10/08/08	06	NASCO MODESTO	005	INST MAT/SUP GEN PURPOSE	\$376.35
101268	10/08/08	63	SYDNEY WILLIAMS	060	MILEAGE REIMBURSEMENT	\$54.84
101269	10/08/08	06	ASCD	010	INST MAT/SUP GEN PURPOSE	\$94.00
101270	10/08/08	06	GYM CLOSET	008	INST MAT/SUP GEN PURPOSE	\$1,407.04
101271	10/08/08	06	SCHOLASTIC CLASSROOM MAGAZINES	008	INST MAT/SUP GEN PURPOSE	\$227.27
101272	10/08/08	03	TEACHER'S CURRICULUM INSTITUTE	006	INST MAT/SUP GEN PURPOSE	\$462.98
101273	10/08/08	06	DICK BLICK	008	INST MAT/SUP GEN PURPOSE	\$117.07
101274	10/08/08	06	SOUTHWEST SCHOOL SUPPLY	006	INST MAT/SUP GEN PURPOSE	\$147.83
101275	10/08/08	06	AD IMPACT	009	INST MAT/SUP GEN PURPOSE	\$242.83
101276	10/08/08	06	SAX ARTS & CRAFTS	005	INST MAT/SUP GEN PURPOSE	\$69.87

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101277	10/08/08	03	ELLISON EDUCATIONAL EQUIPMENT	010	2007/2008 DMSEF WISHLIST	\$54.49
101278	10/08/08	03	CHRISTIAN YOUTH THEATER	010	FIELD TRIP	\$534.00
101279	10/08/08	06	ACADEMIC SUPPLIER	010	INST MAT/SUP GEN PURPOSE	\$672.58
101280	10/08/08	03	ONION MOUNTAIN TECHNOLOGY, INC	010	INST MAT/SUP GEN PURPOSE	\$41.54
101281	10/08/08	03	JESSICA MORALES	010	\$100 TEACHER STIPEND	\$90.00
101282	10/08/08	03	SDCOE	012	TESTING SUPPLIES	\$646.50
101283	10/08/08	03	BOWIE ARNESON WILES & GIANNONE	001	LEGAL FEES	\$299.00
101284	10/08/08	06	CHRIS RUBIO PRODUCTIONS	001	OTHER CONTRACTS	\$5,880.00
101285	10/09/08	03	COACH USA	007	FIELD TRIP	\$1,763.08
101286	10/09/08	06	PROJECT ZERO EBOOKSTORE	005	INST MAT/SUP GEN PURPOSE	\$353.16
101287	10/09/08	06	UMA (LAKSHMY) KRISHNAN	007	INST MAT/SUP GEN PURPOSE	\$140.00
101288	10/09/08	06	ART VIDEO WORLD	007	INST MAT/SUP GEN PURPOSE	\$186.62
101289	10/09/08	03/06	BARNES & NOBLE, INC	007	INST MAT/SUP GEN PURPOSE	\$731.97
101290	10/09/08	06	JENNY LUCE	010	INST MAT/SUP GEN PURPOSE	\$81.47
101291	10/09/08	03/06	OFFICE DEPOT, B.S.D.	008	INST MAT/SUP GEN PURPOSE	\$1,114.46
101292	10/09/08	06	SDE (STAFF DEVELOPMENT FOR	003	TRAVEL AND CONFERENCES	\$1,253.00
101293	10/09/08	06	TANYA LUBOMUDROV	010	INST MAT/SUP GEN PURPOSE	\$48.89
101294	10/09/08	06	DICK BLICK	007	INST MAT/SUP GEN PURPOSE	\$69.50
101295	10/09/08	06	NASCO MODESTO	006	INST MAT/SUP GEN PURPOSE	\$6,776.50
101296	10/09/08	06	PIONEER STATIONERS	008	INST MAT/SUP GEN PURPOSE	\$26.50
101297	10/09/08	06	CONTINENTAL MATHEMATICS LEAGUE	008	INST MAT/SUP GEN PURPOSE	\$375.00
101298	10/09/08	06	CALIFORNIA MATHEMATICS LEAGUE	008	INST MAT/SUP GEN PURPOSE	\$90.00
101299	10/09/08	06	US-GAMES	008	INST MAT/SUP GEN PURPOSE	\$174.59
101300	10/09/08	03	GARY WILSON	010	MISC. SUPPLIES	\$65.11
101301	10/09/08	03	BERTRAND'S MUSIC MART	004	INST MAT/SUP GEN PURPOSE	\$105.00
101302	10/09/08	03	SCHOLASTIC BOOK CLUBS, INC.	004	BOOKS OTHER THAN TEXTBOOKS	\$550.00
101303	10/09/08	03	LIBRARY VIDEO COMPANY	004	INST SUPP-LIBRARY A.V.	\$533.42
101304	10/09/08	03	SOUTHLAND TECHNOLOGY	010	INST MAT/SUP GEN PURPOSE	\$916.61
101305	10/09/08	03	REGISTRAR OF VOTERS	001	ELECTION EXPENSE	\$178.40
101306	10/09/08	03	SDCOE	013	TRAVEL AND CONFERENCES	\$125.00
101307	10/09/08	03	RANCHO BUENA VISTA ADOBE	007	FIELD TRIP	\$888.00
101308	10/09/08	03	REUBEN H. FLEET SCIENCE CENTER	006	FIELD TRIP	\$60.00
101309	10/09/08	03	ERIN MITCHELL	006	INST MAT/SUP GEN PURPOSE	\$98.41
101310	10/09/08	03	PBS VIDEO	009	INST SUPP-LIBRARY A.V.	\$70.64
101311	10/09/08	03	LIBRARY VIDEO COMPANY	009	INST SUPP-LIBRARY A.V.	\$222.26
101312	10/10/08	03	COACH USA	004	FIELD TRIP	\$485.37
101313	10/10/08	06	SOPHIA DESANTIS	004	INST MAT/SUP GEN PURPOSE	\$94.74
101314	10/10/08	03	HIGHSMITH, INC.	004	BOOKS OTHER THAN TEXTBOOKS	\$436.84
101315	10/10/08	03	COACH USA	007	FIELD TRIP	\$792.36
101316	10/10/08	03	RICOH AMERICAS CORP	006	INST MAT/SUP GEN PURPOSE	\$288.77
101317	10/10/08	03	OFFICE DEPOT, B.S.D.	012	OFFICE SUPPLIES	\$52.20
101318	10/10/08	03	ACADEMIC SUPPLIER	012	OFFICE SUPPLIES	\$776.32
101319	10/10/08	03	LAURA FARJOD	022	FACILITY USE REFUND	\$50.00
101320	10/10/08	03	XEROX CORPORATION	008	INST MAT/SUP GEN PURPOSE	\$1,239.13
101321	10/10/08	06	NASCO MODESTO	005	INST MAT/SUP GEN PURPOSE	\$78.84
101322	10/13/08	06	KELLI HILLERUD	011	TRAVEL AND CONFERENCES	\$85.00
101323	10/13/08	03	CETPA	001	TRAVEL AND CONFERENCES	\$425.00
101324	10/13/08	03	CASBO	001	TRAVEL AND CONFERENCES	\$160.00
101325	10/13/08	03	HOLLANDIA DAIRY	009	INST MAT/SUP GEN PURPOSE	\$71.28
101326	10/13/08	03	MOORE MEDICAL CORPORATION	011	HEALTH SUPPLIES	\$746.30
101327	10/13/08	03	SAN DIEGO AIR & SPACE MUSEUM	007	FIELD TRIP	\$924.00
101328	10/13/08	03	BOOKS AND BEYOND	006	BOOKS OTHER THAN TEXTBOOKS	\$1,241.09

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101329	10/13/08	03	ORIENTAL TRADING CO.	006	BOOKS OTHER THAN TEXTBOOKS	\$116.15
101330	10/13/08	06	XEROX CORPORATION	010	INST MAT/SUP GEN PURPOSE	\$116.15
101331	10/13/08	03	FOLLETT EDUCATIONAL SERVICES	010	BOOKS OTHER THAN TEXTBOOKS	\$1,313.69
101332	10/13/08	03	HAYLEY KANTNER	010	\$100 TEACHER STIPEND	\$742.66
101333	10/13/08	03	NEW MANAGEMENT	012	INST MAT/SUP GEN PURPOSE	\$90.00
101334	10/13/08	03	SUPERINTENDENT OF SCHOOLS	004	FIELD TRIP	\$330.00
101335	10/13/08	06	SCHOOL OUTFITTERS	007	INST MAT/SUP GEN PURPOSE	\$1,320.00
101336	10/13/08	03	OFFICE DEPOT, B.S.D.	003	INST MAT/SUP GEN PURPOSE	\$141.74
101337	10/13/08	03	IAN PHILLIP	003	IRON DOLPHIN RUN CLUB	\$93.33
101338	10/13/08	03	IAN PHILLIP	003	IRON DOLPHIN RUN CLUB	\$34.06
101339	10/13/08	03	HARCOURT OUTLINES, INC.	003	BOOKS OTHER THAN TEXTBOOKS	\$30.40
101340	10/13/08	03	COMPANION CORPORATION	003	BOOKS OTHER THAN TEXTBOOKS	\$228.09
101341	10/13/08	03	BERTRAND'S MUSIC MART	003	INST MAT/SUP GEN PURPOSE	\$548.75
101342	10/13/08	03	COACH USA	003	FIELD TRIP	\$215.39
101343	10/13/08	06	JENNIFER HAVLAT	011	INST MAT/SUP GEN PURPOSE	\$792.36
101344	10/13/08	06	ABILITATIONS	011	INST MAT/SUP GEN PURPOSE	\$28.31
101345	10/13/08	06	BEYOND PLAY	011	INST MAT/SUP GEN PURPOSE	\$105.48
101346	10/14/08	06	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$534.59
101347	10/14/08	06	SPORTIME	009	INST MAT/SUP GEN PURPOSE	\$49.02
101348	10/14/08	06	THE CRITICAL THINKING CO.	008	INST MAT/SUP GEN PURPOSE	\$835.04
101349	10/14/08	06	SPORT SUPPLY GROUP	008	INST MAT/SUP GEN PURPOSE	\$30.57
101350	10/14/08	06	SPORTIME	008	INST MAT/SUP GEN PURPOSE	\$125.25
101351	10/14/08	06	NORTH SCULPTURE COMPANY	008	NON-CAPITALIZED EQUIPMENT	\$149.71
101352	10/14/08	06	SAX ARTS & CRAFTS	008	INST MAT/SUP GEN PURPOSE	\$23,054.74
101353	10/14/08	06	DICK BLICK	004	INST MAT/SUP GEN PURPOSE	\$229.98
101354	10/14/08	03/06	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	\$225.43
101355	10/14/08	03	DEMCO, INC.	005	BOOKS OTHER THAN TEXTBOOKS	\$23.36
101356	10/14/08	03	NATIONWIDE LEARNING, INC.	005	BOOKS OTHER THAN TEXTBOOKS	\$93.67
101357	10/14/08	03	SEAWORLD	004	FIELD TRIP	\$537.00
101358	10/14/08	03/06	SOUTHWEST PLASTIC BINDING CORP	004	INST MAT/SUP GEN PURPOSE	\$316.25
101359	10/14/08	03	COMMUNICATIONS USA	006	OFFICE SUPPLIES	\$158.65
101360	10/14/08	03	LAURI CARPENTER	010	CLASSROOM DONATIONS	\$134.99
101361	10/14/08	06	CRIZMAC, ART & CULTURAL	007	INST MAT/SUP GEN PURPOSE	\$207.27
101362	10/14/08	03	ANDREA PEDDYCORD	006	\$100 TEACHER STIPEND	\$1,235.10
101363	10/14/08	06	TUNED IN TO LEARNING	008	INST MAT/SUP GEN PURPOSE	\$90.00
101364	10/15/08	03	LESLEY MACARTHUR-CHANG	003	SPANISH ENRICHMENT PROGRAM	\$141.18
101365	10/15/08	06	CINDA PECK	005	INST MAT/SUP GEN PURPOSE	\$316.14
101366	10/15/08	06	TINA JOHNSON	008	INST MAT/SUP GEN PURPOSE	\$336.73
101367	10/15/08	06	TANYA LUBOMUDROV	010	INST MAT/SUP GEN PURPOSE	\$32.45
101368	10/15/08	03	SCHOOL HEALTH SUPPLY CO.	011	HEALTH SUPPLIES	\$91.77
101369	10/15/08	03	COACH USA	003	FIELD TRIP	\$347.36
101370	10/15/08	06	SUPERINTENDENT OF SCHOOLS	009	TRAVEL AND CONFERENCES	\$792.36
101371	10/15/08	03	FOLLETT LIBRARY RESOURCES	009	BOOKS OTHER THAN TEXTBOOKS	\$400.00
101372	10/15/08	06	CCS PRESENTATION SYSTEMS	005	INST MAT/SUP GEN PURPOSE	\$700.00
101373	10/15/08	06	TUNED IN TO LEARNING	011	INST MAT/SUP GEN PURPOSE	\$4,109.59
101374	10/15/08	06	BEARCOM, INC.	001	MAINT SUPPLIES	\$1,011.63
101375	10/15/08	06	BAKER ELECTRIC	001	REPAIRS BLDGS/GRNDS	\$121.55
101376	10/15/08	06	LEE'S LOCK & SAFE	001	REPAIRS BLDGS/GRNDS	\$5,000.00
101377	10/15/08	03	ACSA	009	TRAVEL AND CONFERENCES	\$2,000.00
101378	10/15/08	03	OFFICE DEPOT, B.S.D.	009	INST MAT/SUP GEN PURPOSE	\$360.00
101379	10/15/08	06	3-DAY BLINDS	001	REPAIRS BLDG/GRND-TH	\$515.69
101380	10/15/08	06	3-DAY BLINDS	001	REPAIRS BLDG/GRND-AF	\$845.32
						\$1,105.97

DEL MAR UNION		FROM 10/01/08 THRU 10/31/08		VENDOR		LOC		DESCRIPTION	AMOUNT
PO NBR	DATE	FUND							
101381	10/16/08	06	CASBO			001		TRAVEL AND CONFERENCES	\$50.00
101382	10/16/08	03	CRABTREE PUBLISHING COMPANY			004		BOOKS OTHER THAN TEXTBOOKS	\$111.64
101383	10/16/08	03	COACH USA			004		FIELD TRIP	\$792.36
101384	10/16/08	03	RAYMOND GEDDES & CO.			005		FUNDRAISER	\$229.49
101385	10/16/08	03	U.S. SCHOOL SUPPLY			005		FUNDRAISER	\$56.68
101386	10/16/08	03	COACH USA			005		FIELD TRIP	\$3,938.62
101387	10/16/08	03	SAN DIEGO SYMPHONY			005		FIELD TRIP	\$330.00
101388	10/16/08	03	MARINA RUSSO			010		OFFICE SUPPLIES	\$21.08
101389	10/16/08	03	PRO-ED, INC.			011		TESTING SUPPLIES	\$157.79
101390	10/16/08	06	LAURI CARPENTER			011		INST MAT/SUP GEN PURPOSE	\$67.86
101391	10/16/08	06	SHIHONG MA			011		MILEAGE REIMBURSEMENT	\$105.30
101392	10/16/08	06	CAHPERD			011		TRAVEL AND CONFERENCES	\$185.00
101393	10/16/08	03	SHERRIE MORRISON			011		MILEAGE REIMBURSEMENT	\$26.62
101394	10/16/08	06	PENNY BOERNER			011		INST MAT/SUP GEN PURPOSE	\$126.48
101395	10/16/08	06	TUNED IN TO LEARNING			011		INST MAT/SUP GEN PURPOSE	\$141.18
101396	10/16/08	03	HOUGHTON MIFFLIN COMPANY			009		TEXTBOOKS	\$124.82
101397	10/16/08	03	IKON OFFICE SOLUTIONS-FSMA			009		INST MAT/SUP GEN PURPOSE	\$89.73
101398	10/16/08	03	LAKESHORE LEARNING MATERIALS			009		INST MAT/SUP GEN PURPOSE	\$44.63
101399	10/16/08	03	UNITED PARCEL SERVICE			007		INST MAT/SUP GEN PURPOSE	\$81.52
101400	10/16/08	63	PATRICIA LIU			060		OFFICE SUPPLIES	\$376.05
101401	10/16/08	63	RADICAL REPTILES & FRIENDS			060		ASSEMBLIES CHILD DEV	\$600.00
101402	10/17/08	06	DALLAS MIDWEST			007		INST MAT/SUP GEN PURPOSE	\$2,106.27
101403	10/17/08	06	IDEAS UNLIMITED SEMINARS, LLC			006		TRAVEL AND CONFERENCES	\$537.00
101404	10/17/08	06	DATTEL SYSTEMS, INC.			003		INST MAT/SUP GEN PURPOSE	\$709.00
101405	10/17/08	06	APPLE COMPUTER, INC.			007		NON-CAPITALIZED EQUIPMENT	\$2,128.52
101406	10/17/08	06	LINDA OKEEFFE			010		INST MAT/SUP GEN PURPOSE	\$198.00
101407	10/17/08	06	DEMCO, INC.			010		INST MAT/SUP GEN PURPOSE	\$18.06
101408	10/17/08	03	HOUGHTON MIFFLIN COMPANY			007		TEXTBOOKS	\$169.00
101409	10/17/08	03	PEARSON ASSESSMENTS			011		TESTING SUPPLIES	\$91.85
101410	10/17/08	03	WENDY MCCARLEY			011		MILEAGE REIMBURSEMENT	\$11.70
101411	10/17/08	06	SAXON PUBLISHERS			011		INST MAT/SUP GEN PURPOSE	\$99.50
101412	10/17/08	03	MACGILL & CO.			011		HEALTH SUPPLIES	\$99.78
101413	10/17/08	63	DISCOUNT SCHOOL SUPPLY			060		INST SUPPLIES CHILD DEV	\$234.09
101414	10/17/08	63	S&S WORLD WIDE			060		INST SUPPLIES CHILD DEV	\$193.67
101415	10/17/08	63	ORIENTAL TRADING CO.			060		INST SUPPLIES CHILD DEV	\$72.18
101416	10/17/08	03	HERMOSA BEACH CITY SCHOOL			013		OFFICE SUPPLIES	\$113.65
101417	10/17/08	06	SOUTHWEST SCHOOL SUPPLY			008		INST MAT/SUP GEN PURPOSE	\$1,613.74
101418	10/20/08	03	MICHAEL CASEY			001		TRAVEL AND CONFERENCES	\$159.00
101419	10/20/08	03	COLONIAL EDUCATORS			008		FIELD TRIP	\$499.00
101420	10/20/08	03	SCHOOL SPECIALTY			008		INST MAT/SUP GEN PURPOSE	\$150.21
101421	10/20/08	03	KRISTIN WINN			008		INST MAT/SUP GEN PURPOSE	\$292.48
101422	10/20/08	03	COACH USA			004		FIELD TRIP	\$1,042.10
101423	10/20/08	03	ADVANCED COMMUNICATION SYSTEMS			004		DISASTER PREP SUPPLIES	\$303.77
101424	10/21/08	06	CAREERSTAFF UNLIMITED, INC			001		O.T. SPEC. EDUC	\$30,000.00
101425	10/21/08	06	STAPLES			013		OFFICE SUPPLIES	\$80.80
101426	10/21/08	03	SDCOE			001		OFFICE SUPPLIES	\$112.17
101427	10/21/08	06	ENCINITAS GLASS COMPANY, INC			001		REPAIRS BLDG/GRND-TH	\$238.79
101428	10/21/08	06	CONTINENTAL MATHEMATICS LEAGUE			007		INST MAT/SUP GEN PURPOSE	\$225.00
101429	10/21/08	06	MATHFAX			007		INST MAT/SUP GEN PURPOSE	\$366.00
101430	10/21/08	06	US-GAMES			008		INST MAT/SUP GEN PURPOSE	\$292.54
101431	10/21/08	06	DATTEL SYSTEMS, INC.			008		INST MAT/SUP GEN PURPOSE	\$391.13
101432	10/21/08	06	ACADEMIC SUPPLIER			008		INST MAT/SUP GEN PURPOSE	\$359.28

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101433	10/21/08	06	CULLIGAN WATER CONDITIONING	007	INST MAT/SUP GEN PURPOSE	\$455.00
101434	10/21/08	03	CLASSROOM DIRECT.COM	005	INST MAT/SUP GEN PURPOSE	\$79.78
101435	10/21/08	03	ANDERSON'S IT'S ELEMENTARY	005	ZOO CREW	\$216.37
101436	10/21/08	03	COACH USA	005	TRANS SPEC TRIPS	\$1,584.72
101437	10/21/08	03	UNITED HEALTH SUPPLIES	008	HEALTH SUPPLIES	\$44.18
101438	10/21/08	03	XEROX OMNIFAX	001	OFFICE SUPPLIES	\$325.41
101439	10/21/08	03	LIBERTY PAPER	009	INST MAT/SUP GEN PURPOSE	\$1,383.28
101440	10/22/08	03	USAA	001	DUES AND MEMBERSHIPS	\$350.00
101441	10/22/08	03	OFFICE DEPOT, B.S.D.	004	INST MAT/SUP GEN PURPOSE	\$300.00
101442	10/22/08	06	IDEAS	009	INST MAT/SUP GEN PURPOSE	\$317.93
101443	10/22/08	03	RELIABLE	009	INST MAT/SUP GEN PURPOSE	\$117.51
101444	10/22/08	06	STAPLES	007	INST MAT/SUP GEN PURPOSE	\$64.61
101445	10/22/08	06	J.W. PEPPER & SON, INC.	007	INST MAT/SUP GEN PURPOSE	\$183.61
101446	10/22/08	06	LYONS MUSIC	007	INST MAT/SUP GEN PURPOSE	\$837.22
101447	10/22/08	06	BARNES & NOBLE, INC	007	INST MAT/SUP GEN PURPOSE	\$29.04
101448	10/22/08	03	KELLI HILLERUD	010	2005/06 DMSEF GALA WISHLIST	\$60.00
101449	10/22/08	03/06	OFFICE DEPOT, B.S.D.	010	INST MAT/SUP GEN PURPOSE	\$1,455.27
101450	10/22/08	03	RICOH AMERICAS CORP	009	INST MAT/SUP GEN PURPOSE	\$533.85
101451	10/22/08	03	AMAZON.COM CREDIT	009	TEXTBOOKS	\$250.00
101452	10/24/08	03	THE PREUSS SCHOOL	005	ESC/PE MATERIALS AND SUPPLI	\$50.00
101453	10/24/08	63	CHILD CARE DEPOT	060	GEN SUPPLIES CHILD DEV	\$914.29
101454	10/27/08	03	LOUWANA P. SPETTER	003	INST MAT/SUP GEN PURPOSE	\$30.34
101455	10/27/08	06	CONTINENTAL MATHEMATICS LEAGUE	009	INST MAT/SUP GEN PURPOSE	\$375.00
101456	10/27/08	06	HOUGHTON MIFFLIN COMPANY	007	INST MAT/SUP GEN PURPOSE	\$51.91
101457	10/27/08	03	CASSIE BRUNKER	005	INST MAT/SUP GEN PURPOSE	\$509.14
101458	10/27/08	03	SOUTHWEST SCHOOL SUPPLY	005	INST MAT/SUP GEN PURPOSE	\$299.11
101459	10/27/08	03	FAGEN FRIEDMAN & FULFROST, LLP	011	TRAVEL AND CONFERENCES	\$340.00
101460	10/27/08	06	STAPLES	011	INST MAT/SUP GEN PURPOSE	\$153.03
101461	10/27/08	06	ACADEMIC SUPPLIER	011	INST MAT/SUP GEN PURPOSE	\$36.74
101462	10/27/08	03	HOME SCIENCE TOOLS	003	INST MAT/SUP GEN PURPOSE	\$119.22
101463	10/27/08	03	ALISON CATILUS	003	\$100 TEACHER STIPEND	\$90.00
101464	10/27/08	03	COACH USA	003	FIELD TRIP	\$1,743.66
101465	10/27/08	03	TERESA (TRACY) POLIVKA	003	\$100 TEACHER STIPEND	\$90.00
101466	10/27/08	03	SDCOE	013	OFFICE SUPPLIES	\$86.20
101467	10/27/08	03	A TONER WAREHOUSE	008	INST MAT/SUP GEN PURPOSE	\$215.50
101468	10/27/08	03	KIM MOWRY	008	\$100 TEACHER STIPEND	\$90.00
101469	10/27/08	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	\$2,837.97
101470	10/27/08	03	DEMCO, INC.	008	BOOKS OTHER THAN TEXTBOOKS	\$89.34
101471	10/27/08	03	OFFICE DEPOT, B.S.D.	013	STRATEGIC PLANNING	\$435.55
101472	10/27/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$53.85
101473	10/27/08	03	JODI NEILSON	010	\$100 TEACHER STIPEND	\$90.00
101474	10/27/08	03	WILLIAM A. PORTER III	012	MILEAGE REIMBURSEMENT	\$111.97
101475	10/27/08	06	LIBERTY PAPER	007	INST MAT/SUP GEN PURPOSE	\$1,187.41
101476	10/27/08	06	JASON BETHURUM	005	INST MAT/SUP GEN PURPOSE	\$59.95
101477	10/27/08	03	UMA (LAKSHMY) KRISHNAN	007	\$100 TEACHER STIPEND	\$90.00
101478	10/27/08	03	EDUCATORS PUBLISHING SERVICE	006	INST MAT/SUP GEN PURPOSE	\$54.33
101479	10/27/08	03	BECHTHOLD PUBLICATIONS	006	INST MAT/SUP GEN PURPOSE	\$26.40
101480	10/27/08	06	GREAT SOURCE ED GROUP	006	TEXTBOOKS	\$34.13
101481	10/27/08	03	IDEAS	005	INST MAT/SUP GEN PURPOSE	\$331.43
101482	10/27/08	03/06	LEGO EDUCATION	005	INST MAT/SUP GEN PURPOSE	\$1,919.77
101483	10/27/08	03	MUSIC IN MOTION	005	MUSIC SUPPLIES	\$229.32
101484	10/27/08	03	DATTEL SYSTEMS, INC.	006	COMPUTER SUPPLIES	\$285.54

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101485	10/27/08	03	PROJECTOR DOCTOR	006	EQUIP REPAIR	\$179.00
101486	10/27/08	03	HARCOURT BRACE SCHOOL	009	TEXTBOOKS	\$1,669.59
101487	10/27/08	03	OFFICE DEPOT, B.S.D.	010	2006/07 DMSEF WISHLIST	\$1,245.06
101488	10/27/08	03	JERI SIPE	010	\$100 TEACHER STIPEND	\$90.00
101489	10/27/08	03	ALEKS CORPORATION	005	INST MAT/SUP GEN PURPOSE	\$2,440.00
101490	10/27/08	06	PROGRESSIVE DESIGN PLAYGROUNDS	001	REPAIRS BLDG/GRND-HILLS	\$1,938.59
101491	10/27/08	03	OFFICE DEPOT, B.S.D.	001	OFFICE SUPPLIES	\$53.34
101492	10/27/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$74.28
101493	10/28/08	03/06	BEST BEST & KRIEGER ATTORNEYS	001	LEGAL FEES	\$9,330.80
101494	10/28/08	13	OFFICE DEPOT, B.S.D.	001	FOOD	\$311.87
101495	10/28/08	13	AMAZON.COM CREDIT	001	MATERIALS AND SUPPLIES	\$171.23
101496	10/28/08	03	BOWIE ARNESON WILES & GIANNONE	001	LEGAL FEES	\$46.00
101497	10/28/08	03	NEXUS INTEGRATION SERVICES	001	OTHER CONTRACTS COMPUTER	\$9,205.95
101498	10/28/08	03	SDCOE	001	TRAVEL AND CONFERENCES	\$170.00
101499	10/29/08	06	USA SHADE & FABRIC STRUCTURES	001	REPAIRS BLDG/GRND-HILLS	\$600.00
101500	10/29/08	06	PYRAMID EDUCATIONAL PRODUCTS	011	INST MAT/SUP GEN PURPOSE	\$574.62
101501	10/29/08	03	PEARSON ASSESSMENTS	011	TESTING SUPPLIES	\$521.63
101502	10/29/08	03	MACGILL & CO.	011	TESTING SUPPLIES	\$252.22
101503	10/29/08	06	TALK TOOLS	011	INST MAT/SUP GEN PURPOSE	\$17.96
101504	10/29/08	03	AMAZON.COM CREDIT	009	TEXTBOOKS	\$86.20
101505	10/29/08	06	ANSMAR PUBLISHERS INC	011	INST MAT/SUP GEN PURPOSE	\$54.17
101506	10/29/08	06	JONI DEGROOT	011	INST MAT/SUP GEN PURPOSE	\$78.00
101507	10/29/08	03	UNITED HEALTH SUPPLIES	011	HEALTH SUPPLIES	\$19.89
101508	10/29/08	03	MEDCO SUPPLY CO.	011	HEALTH SUPPLIES	\$18.09
101509	10/29/08	06	APPLE COMPUTER, INC.	011	NON-CAPITALIZED EQUIPMENT	\$1,224.60
101510	10/29/08	03	HARCOURT ASSESSMENT	012	TESTING SUPPLIES	\$30.91
101511	10/29/08	03	MUSIC IN MOTION	003	BAN SUPPLIES	\$81.55
101512	10/29/08	03	MARY ZO BELL	003	SPANISH ENRICHMENT PROGRAM	\$1,605.79
101513	10/29/08	03	CONTINENTAL MATHEMATICS LEAGUE	003	INST MAT/SUP GEN PURPOSE	\$225.00
101514	10/29/08	03	LEARNING A-Z	003	INST MAT/SUP GEN PURPOSE	\$84.95
101515	10/29/08	03	HARCOURT BRACE SCHOOL	003	INST MAT/SUP GEN PURPOSE	\$2,071.45
101516	10/29/08	03	IAN PHILLIP	003	IRON DOLPHIN RUN CLUB	\$53.09
101517	10/29/08	03	ACADEMIC SUPPLIER	022	OFFICE SUPPLIES	\$965.39
101518	10/29/08	03	HILTON GARDEN INN	001	STRATEGIC PLANNING	\$1,007.25
101519	10/29/08	03/06	CASSIE BRUNKER	005	MILEAGE REIMBURSEMENT	\$558.05
101520	10/29/08	06	JESSICA JACKSON	008	INST MAT/SUP GEN PURPOSE	\$25.00
101521	10/29/08	03/06	BOUND TO STAY BOUND BOOKS INC	010	BOOKS OTHER THAN TEXTBOOKS	\$1,333.35
101522	10/29/08	06	EDUCATORS PUBLISHING SERVICE	005	INST MAT/SUP GEN PURPOSE	\$321.22
101523	10/29/08	06	SDCOE	005	INST MAT/SUP GEN PURPOSE	\$390.00
101524	10/29/08	06	SAX ARTS & CRAFTS	010	INST MAT/SUP GEN PURPOSE	\$998.89
101525	10/29/08	06	SCHOOL SPECIALTY	010	INST MAT/SUP GEN PURPOSE	\$20.72
101526	10/29/08	06	NATIONAL SCIENCE OLYMPIAD	010	INST MAT/SUP GEN PURPOSE	\$140.00
101527	10/29/08	06	SDCOE	010	INST MAT/SUP GEN PURPOSE	\$195.00
101528	10/29/08	06	SDCOE	010	INST MAT/SUP GEN PURPOSE	\$195.00
101529	10/29/08	03	EDUCATORS PUBLISHING SERVICE	003	INST MAT/SUP GEN PURPOSE	\$254.34
101530	10/29/08	63	DISCOUNT SCHOOL SUPPLY	060	GEN SUPPLIES CHILD DEV	\$86.18
101531	10/29/08	63	ENVIRONMENTS INC.	060	GEN SUPPLIES CHILD DEV	\$113.34
101532	10/29/08	63	EARLY CHILDHOOD MANUFACTURERS'	060	GEN SUPPLIES CHILD DEV	\$805.40
101533	10/29/08	03	SCHOOL OUTFITTERS	004	INST MAT/SUP GEN PURPOSE	\$193.16
101534	10/29/08	03	SAX ARTS & CRAFTS	008	INST MAT/SUP GEN PURPOSE	\$66.33
101535	10/29/08	06	NATIONAL GARDENING ASSOCIATION	010	INST MAT/SUP GEN PURPOSE	\$155.35
101536	10/29/08	06	ORIENTAL TRADING CO.	010	INST MAT/SUP GEN PURPOSE	\$154.75

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101537	10/29/08	06	DELTA EDUCATION, INC.	010	INST MAT/SUP GEN PURPOSE	\$677.72
101538	10/29/08	06	NSTA	010	INST MAT/SUP GEN PURPOSE	\$120.66
101539	10/29/08	06	DELTA EDUCATION, INC.	010	INST MAT/SUP GEN PURPOSE	\$628.69
101540	10/29/08	06	UMA (LAKSHMY) KRISHNAN	007	INST MAT/SUP GEN PURPOSE	\$567.17
101541	10/29/08	06	FREEDOM FLIGHT MODELS	007	INST MAT/SUP GEN PURPOSE	\$101.00
101542	10/29/08	03	SDCOE	013	OFFICE SUPPLIES	\$26.61
101543	10/30/08	06	JEFFREY S. OWEN, PH.D.	001	OTHER CONTRACTS	\$15,750.00
101544	10/30/08	03	SOOKYOUNG ELIZABETH CHUNG	001	OTHER CONTRACTS	\$1,200.00
101545	10/30/08	03	HERITAGE TOURS	001	FIELD TRIP	\$250.00
101546	10/30/08	06	AIRPURE	001	MAINT SUPPLIES	\$2,500.00
101547	10/31/08	03	TREETOP PUBLISHING	008	INST MAT/SUP GEN PURPOSE	\$207.69
101548	10/31/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$83.46
101549	10/31/08	03	OFFICE DEPOT, B.S.D.	013	OFFICE SUPPLIES	\$11.84
101550	10/31/08	63	PATRICIA LIU	060	OFFICE SUPPLIES	\$188.55
101551	10/31/08	63	DUSTIN WEBSTER	060	MILEAGE REIMBURSEMENT	\$92.66
101552	10/31/08	63	LAKESHORE LEARNING MATERIALS	060	GEN SUPPLIES CHILD DEV	\$138.46
101553	10/31/08	63	AZTEC APPLIANCE	060	GEN SUPPLIES CHILD DEV	\$1,560.22
101554	10/31/08	06	APPLE COMPUTER, INC.	011	NON-CAPITALIZED EQUIPMENT	\$1,224.60
101555	10/31/08	03	UNITED PARCEL SERVICE	009	INST MAT/SUP GEN PURPOSE	\$6.31
101556	10/31/08	06	ARAH ALLARD	004	INST MAT/SUP GEN PURPOSE	\$165.53
101557	10/31/08	06	KATHLEEN GEVANTHOR	004	INST MAT/SUP GEN PURPOSE	\$480.05
101558	10/31/08	06	PRENTKE ROMICH COMPANY	011	INST MAT/SUP GEN PURPOSE	\$2,644.55
101559	10/31/08	63	JANAN TAOVIL	060	MILEAGE REIMBURSEMENT	\$85.58
101560	10/31/08	03	LIBERTY PAPER	005	INST MAT/SUP GEN PURPOSE	\$1,273.89
101561	10/31/08	03	PAMELA J. REYNOLDS	003	INST MAT/SUP GEN PURPOSE	\$447.25

REPORT TOTAL

\$387,333.35

**DEL MAR UNION SCHOOL DISTRICT
COMMERCIAL WARRANT LISTING**

October 1 - 31, 2008

FUND	DATE	WARRANT #	AMOUNT
FUND 03 & 06	10/8/2008	544068-544122	\$ 103,586.69
	10/9/2008	545267-545278	\$ 32,426.79
	10/10/2008	546391	\$ 768.00
	10/14/2008	547635-547656	\$ 88,248.79
	10/15/2008	548424-548438	\$ 4,216.57
	10/17/2008	549847-549908	\$ 43,876.52
	10/21/2008	551047-551123	\$ 72,320.52
	10/22/2008	551632-551658	\$ 49,061.05
	10/29/2008	554933-554982	\$ 107,821.74
	10/31/2008	556578-556647	\$ 72,161.93
GENERAL FUND TOTAL			\$ 574,488.60
FUND 13	10/9/2008	545279	\$ 192.11
Cafeteria	10/14/2008	547657-547658	\$ 90,944.83
	10/15/2008	548439	\$ 7,040.38
	10/21/2008	551124	\$ 499.65
FUND 14			
Deferred Maintenance			
FUND 25-19			
Developer Fees			
FUND 35-00			
State School Building Project			
FUND 40			
Special Reserve-Capital			
FUND 63	10/8/2008	544123-544126	\$ 1,472.78
Other Enterprise - Child Development	10/14/2008	547659	\$ 1,024.00
	10/15/2008	548440-548441	\$ 191.97
	10/17/2008	549909-549910	\$ 645.69
	10/21/2008	551125-551136	\$ 2,188.34
	10/22/2008	551659-551660	496.99
	10/29/2008	554983-554985	\$ 64.92
	10/31/2008	556648-556653	\$ 1,924.47
FUND 73-20			
Foundation Trust			
OTHER FUND TOTAL			\$ 106,686.13
GRAND TOTAL			\$ 681,174.73

Revolving Cash Fund October 1 - 31, 2008[illegible]

Paulette Anderson 0000
Custodian, Revolving Cash

Date _____

11/13/08

November 13, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of Site Performance Agreements

SCHOOL	CONTRACTOR	SERVICE	AMOUNT	FUNDING
Del Mar Hills	Raia Windmiller	Russian translator	\$1,275.00	General Fund
Child Care	Radical Reptiles and Friends	3 Sessions: 10/16/08, 11/13/08 and 12/11/08	\$600.00	Child Care Budget
Carmel Del Mar	Heritage Tours	"History in a Trunk" 3 rd grade presentation on January 30, 2009	\$150.00	Fundraising

FISCAL IMPACT: Revenue: 2008/2009 unrestricted general fund and child care unrestricted fund as indicated above.

Expenditure: 2008/2009 unrestricted general fund and child care unrestricted fund as indicated above.

Fund Balance: No change to the fund balance.

RECOMMENDED: The Superintendent recommends approval of site performance agreements.

*10.3

November 12, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of Revised Scope of Work on Agreement Between Environmental Builders and the Del Mar Union School District for Rolling Library Shelving at Sage Canyon School

The Board approved an agreement with Environment Builders at the October 22, 2008 regular board meeting. The agreement was to build and deliver four library shelves/carts to Sage Canyon School at a cost of \$4,800.00 to be paid by the site fundraising budget with no change to the fund balance.

Before the contract was signed, Randy Wheaton, Director of Maintenance, proposed a new solution. Instead of constructing 4 new, 6' rolling shelf units now and doing another contract for an additional 4 units, Mr. Wheaton requested a proposal for extending the height on 20 existing shelf units. The proposal to extend the 20 existing units to 6' tall with the additional needed shelves is \$4,800.00. Therefore, District staff recommends that the Board approves a revised "scope of work" for the public works contract for services under \$15,000.00 with Environmental Builders in the same amount that 4 new units would have cost.

Environmental Builders will extend the height on 20 existing rolling shelf units to 6' tall with additional shelves for the library at Sage Canyon School. The site principal has requested that these shelving units be altered to provide the library with expanded book storage. Sage Canyon will cover the expenditure using their site fundraising budget.

***The Agreement for this work is available for review at the
Del Mar Union School District***

FISCAL IMPACT:

Revenue:	Unrestricted General Fund revenue.
Expenditure:	Unrestricted General Fund expenditure budget.
Fund Balance:	No change to the fund balance.

RECOMMENDED: The Superintendent recommends approval of the agreement between Environmental Builders and the Del Mar Union School District for revised scope of work on rolling library shelving at Sage Canyon School.

*10.4

November 13, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of the 2008-2009 K-3 Class Size Reduction Operations Application and Resolution 2008-29, Resolution of the Board of Trustees of the Del Mar Union School District Relative to Conditions For and Receiving Class Size Reduction Program Funds

The District has participated in the K-3 Class Size Reduction Program since its inception in 1996. The operations application verifies our participation in the K-3 Class Size Reduction Program and begins the process for the allocation of funds to the District for operations. The estimated funding for 2008-2009 using the attached forms is \$2,395,827.00. The actual funding will be determined by the number of students enrolled in grades K-3 when the second period enrollment is recorded in the spring of 2009.

It is recommended that the Board of Trustees approves this application and Resolution in order to receive funding for the Class Size Reduction Program.

FISCAL IMPACT: None. This revenue is included in the 2008-2009 Adopted Budget.

RECOMMENDED: The Superintendent recommends that the Board of Trustees approves the 2008-2009 K-3 Class Size Reduction Operations Application and Resolution 2008-29, Resolution of the Board of Trustees of the Del Mar Union School District Relative to Conditions For and Receiving Class Size Reduction Program Funds.

*10.5

RESOLUTION NO. 2008-29**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
DEL MAR UNION SCHOOL DISTRICT RELATIVE TO CONDITIONS FOR AND
RECEIVING CLASS SIZE REDUCTION PROGRAM FUNDS**

WHEREAS, the Board of Trustees (Board) of the Del Mar Union School District (District) decided to implement the Class Size Reduction Program as provided for in Chapter 163 of the 1996 Legislative Session (SB 1777), hereinafter referred to in some instances as the Program; and

WHEREAS, the Board will submit the 2008-2009 Operations Application, K-3 Class Size Reduction Program to the California Department of Education by December 22, 2008 and retain this Resolution as a condition for applying for and receiving Class Size Reduction operational funds.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE DEL MAR UNION SCHOOL DISTRICT DOES HEREBY RESOLVE AND CERTIFY THAT THE FOLLOWING STATEMENTS ARE TRUE AND CORRECT:

- Section 1. That the number of classes listed on this form under Option One in each eligible grade level are identified [52123(a)].
- Section 2. That the pupil counts listed in Column 3 (Number of enrolled pupils) on this form do not include special education pupils enrolled in special day classes full time, pupils enrolled in independent study, or charter school pupils enrolled in a home-study program for the full regular school day. Pupil counts listed in column 3 are not greater than enrollment as of October of the previous calendar year [52123(b)].
- Section 3. That a certificated teacher has been hired by the school district and is providing direct instructional services to each class participating in the Class Size Reduction Program. There will not be more than an average of 20.44 pupils per such class. It is the intent of the school district that each such certificated teacher will provide direct instructional services to each pupil enrolled in the separate class to which the teacher is assigned [52123(c)].
- Section 4. That as part of its Class Size Reduction Program, the school district will provide a staff development program for any teacher who will participate for the first time in the Class Size Reduction Program and provide direct instructional services for reduced-size classes in the program as specified in Section 3. Appropriate training to maximize the education advantages of class size reduction will be provided to such teachers. This training shall include, but not be limited to, methods for providing each of the following: (1) individualized instruction, (2) effective teaching, including classroom management in smaller classes, (3) identifying and responding to pupil needs, and (4) opportunities to build on the individual strengths of pupils [52123(d), 52127].

Section 5. That the school district will collect and maintain data required by the Superintendent of Public Instruction for evaluation of the Class Size Reduction Program. The data shall include, but not be limited to, individual test scores or other records of pupil achievement. Any data collected will be protected in a manner that will not permit the personal identification of any pupil or parent [52123(e)].

Section 6. The priority for reducing class size is according to the following order at each school site:

- If only one grade level is reduced, the grade level will be 1st grade
- If two grade levels are reduced, the grade levels will be 1st and 2nd grade
- If three or four grade levels are reduced, the grade levels will be 1st and 2nd and then any combination of kindergarten and/or 3rd grade.

Section 7. That the CSR program has been implemented for 2008-2009.

Section 8. That the school district will submit final enrollment counts on the J-7 CSR form to the School Fiscal Services Division by May 15, 2009.

ADOPTED, SIGNED AND APPROVED, this 19th day of November, 2008.

BOARD OF TRUSTEES OF THE DEL MAR UNION SCHOOL DISTRICT

By: _____
President of the Board of Trustees of the Del Mar Union School District

ATTEST:

By: _____
Clerk of the Board of Trustees of the Del Mar Union School District

I, the Clerk of the Board of Trustees of the Del Mar Union School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees of said School District at a meeting of said Board held on the 19th day of November, 2008 by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

By: _____
Clerk of the Board of Trustees of the Del Mar Union School District

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, Clerk of the Board of Trustees of the Del Mar Union School District, do hereby certify that the foregoing is a full, true and correct copy of Resolution No. 2008-29 of said Board and that the same has not been amended or repealed.

Dated: November 19, 2008

By: _____
Clerk of the Board of Trustees of the Del Mar Union School District

2008-09 Operations Application K-3 Class Size Reduction Program

270

County and District Code

3	7

6	8	0	5	6

Charter School Code*

County San Diego

District Del Mar Union

Charter School* _____

*For use only by charter schools applying independent of their authorizing entity. Do not submit a separate application for charter schools that are included in their authorizing entity's application.

Calculation of Provisional Funding for 2008-09

These calculations are for planning purposes and to continue the flow of funds. The calculation of final entitlements will be based on actual enrollment data submitted on the Form J-7CSR.

1		2	3	4	5
Grade		Number of Classes	Number of Enrolled Pupils*	2008-09 Funding Level	Estimated Allocation (col. 3 x col. 4)
Option One					
a	Grade 1	30	543	\$1,071	\$581,553
b	Grade 2	30	543	\$1,071	\$581,553
c	Grade 3	22	571	\$1,071	\$611,541
d	Kindergarten	30	580	\$1,071	\$621,180
e	Subtotal, Option 1	112	2,237	\$1,071	\$2,395,827
Option Two					
f	Grade 1			\$535	\$0
g	Grade 2			\$535	\$0
h	Grade 3			\$535	\$0
i	Kindergarten			\$535	\$0
j	Subtotal, Option 2	0	0	\$535	\$0
k	Grand Totals Option 1 + Option 2	112	2,237		\$2,395,827

*For application purposes only, pupil enrollment may not be greater than October 2007 CBEDS data. Please see instructions for specific directions.

**Complete the certification on page 1, and mail pages 1 and 2
of this application by December 22, 2008 to:**

Rebecca Lee ~ CDE, School Fiscal Services Division ~ 1430 N Street, Suite 3800 ~ Sacramento, CA 95814

2008-09 Operations Application K-3 Class Size Reduction Program

271

County and District Code

3	7	6	8	0	5	6

Charter School Code*

County San Diego

District Del Mar Union

Charter School*

*For use only by charter schools applying independent of their authorizing entity. Do not submit a separate application for charter schools that are included in their authorizing entity's application.

Contact Person Paulette Anderson

Title Business Services Coordinator

Address 225 Ninth Street

City, Zip Code Del Mar, CA 92014

Telephone 858 523-6191 Ext. _____

E-mail Address panderson@dmusd.org

Certifications

As a condition of applying for and receiving funds under the Kindergarten and Grades One through Three Class Size Reduction (K-3 CSR) Program, commencing with California *Education Code (EC)* Section 52120, the Governing Board of the above named school district or charter school (applicant) certifies that the statements below are true and accurate, and are evidenced by a Board Resolution or entry in the Board meeting minutes. Please do not submit the Resolution or minutes to the California Department of Education (CDE):

1. The number of classes participating in Option One and Option Two in each eligible grade level is identified in Column 2 on page 2 of this application. [EC Section 52123(a), Title 5 *California Code of Regulations* Section 15103]
2. The pupil counts reported in Column 3 of page 2 of this application ("Number of enrolled pupils") do not include special education pupils enrolled in special day classes full time, pupils enrolled in independent study, or charter school pupils enrolled in a home study program. [EC Section 52123(b)]. The total pupil count reported in Column 3 of page 2 of this application is not greater than the enrollment cap computed based on prior year K-2 enrollment.
3. A certificated teacher has been hired by the applicant and is providing direct instructional services to each class participating in the K-3 CSR Program. There will not be greater than an average of 20.44 pupils per such class. [EC Section 52123(c)]
4. The applicant will provide a staff development program for any teacher who will participate for the first time in the K-3 CSR Program as specified in Certification #3. Appropriate training to maximize the education advantages of class size reduction will be provided to such teachers. This training shall include, but not be limited to, methods for providing each of the following: (1) individualized instruction, (2) effective teaching, including classroom management in smaller classes, (3) identifying and responding to pupil needs, and (4) opportunities to build on the individual strengths of pupils. [EC sections 52123(d), 52127]
5. The applicant will collect and maintain data required by the State Superintendent of Public Instruction for evaluation of the K-3 CSR Program. The data shall include, but not be limited to, individual test scores or other records of pupil achievement. Any data collected will be protected in a manner that will not permit the personal identification of any pupil or parent. [EC section 52123(e)]
6. Each class participating in the K-3 CSR Program is housed in either a separate, self-contained classroom or the space provided for each participating class for each grade level at that schoolsite is of a square footage per pupil enrolled in each class that is not less than the average square footage per pupil enrolled in those grade levels at that schoolsite in the 1995-96 school year. [EC section 52123(f)]
7. Priority for reducing class size is in accordance with the following grade level implementation requirements at each schoolsite:
 - If only one grade level is reduced, the grade level will be 1st grade.
 - If two grade levels are reduced, the grade levels will be 1st and 2nd grades.
 - If three or four grade levels are reduced, the grade levels will be 1st and 2nd and then any combination of kindergarten and/or 3rd grade.
8. The K-3 CSR Program has been implemented in the current year.
9. The applicant will submit final enrollment counts on the Form J-7CSR to the CDE by May 15, 2009.

Signature

I hereby certify that, to the best of my knowledge, this application is true and correct and is in compliance with state law and regulations of the California Department of Education and the State Board of Education. The Governing Board of the above named school district or charter school has authorized me to sign this application on its behalf.

Signature of District Superintendent or
Charter School Chief Administrative Officer

Sharon McClain
Printed Name

November 19, 2008
Date

November 13, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Approval of Resolution No. 2008-30 Authorizing Temporary Interfund Transfers of Special or Restricted Fund Moneys

Approval of Resolution No. 2008-30 will facilitate the Business Department during the fiscal year and at year-end closing by allowing the transfer of money between funds. This will occur if one fund owes another for expenditures paid during the fiscal year. Also, a temporary transfer will be processed if obligations of a fund cannot be met unless a temporary loan is made from another fund. Amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

Temporary transfers are posted as due to/due from accounts in the District's general ledger while outstanding. Since the due to in one fund must equal the due from in another district fund, there is no change districtwide.

FISCAL IMPACT:	Revenue:	None
	Expenditure:	None
	Fund Balance:	No change in fund balance once the interfund transfer is repaid.

RECOMMENDED: The Superintendent recommends approval of Resolution No. 2008-30 authorizing temporary interfund transfers of special or restricted fund monies.

*10.6

RESOLUTION NO. 2008-30

DEL MAR UNION SCHOOL DISTRICT

RESOLUTION TO ESTABLISH INTERUND TRANSFERS OF SPECIAL OR RESTRICTED FUND MONEYS

ON MOTION of Member _____,

Seconded by member _____, the following resolution is

hereby adopted:

WHEREAS, the Board of Trustees of any school district may direct that moneys held in any fund or account be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code section 42603, and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year,

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Del Mar Union School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for the fiscal year 2008-2009 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

Fund 03	Fund 13	Fund 17	Fund 40	Fund 63
Fund 06	Fund 14	Fund 25	Fund 49	Fund 73

PASSED AND ADOPTED by the Board of Trustees on this 19th day of November, 2008 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
) ss
 COUNTY OF SAN DIEGO)

I, Sharon McClain, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

 Secretary of the Governing Board

November 13, 2008

274

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: Sharon McClain, Superintendent

Subject: Board Award and Approval of Agreement Between SunMaster Products, Inc. and the Del Mar Union School District for Sunshade Structure Repair at Del Mar Heights

The Board of Trustees approved going to bid to repair the sunshade structure at Del Mar Heights School at the Special Board Meeting of October 1, 2008. This is the second bid the District has processed for the Del Mar Heights fabric repair and replacement. The bid in June, 2008 was unsuccessful in securing a responsive bidder who was able to fully execute the contract and required documentation. The first bid was advertised in the North County Times. In an effort to reach more contractors, the second request for bids was advertised in the San Diego Daily Transcript on October 14 and October 20, 2008. Also, District staff requested contractor lists from other San Diego County districts through the North County Educational Purchasing Consortium. These efforts provided the five names that comprised our mailing list. Only three contractors attended the mandatory job walk and only one submitted a bid. The bid summary is shown below.

CONTRACTOR	BID AMOUNT
SunMaster Products, Inc.	\$51,934.00
<i>No other bids submitted</i>	

District staff recommends that the Board award the contract to SunMaster Products, Inc. Work is scheduled to be completed between November 24, 2008 and January 2, 2009.

***The Contract for this work will be available for review at the
Del Mar Union School District Office.***

FISCAL IMPACT: Revenue: Restricted Maintenance Program.
Expenditure: Expenditure will be paid out of 2008/2009 proposed Restricted Maintenance budget.
Fund Balance: No change to restricted general fund balance.

RECOMMENDED: The Superintendent recommends award and approval of agreement between SunMaster Products, Inc. and the Del Mar Union School District for Sunshade Structure Repair at Del Mar Heights.

*10.7

DEL MAR UNION SCHOOL DISTRICT
Conference/Travel Request Report, November 19, 2008

[illegible]

November 19, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: Final Installment Payment – Sale of Shores Property

On November 14, 2008 the Del Mar Union School District received a check for \$3,623,698.63 as the final payment on the Promissory Note dated May 15, 2008 between the Del Mar Union School District and the City of Del Mar. The payment consists of \$3,500,000 for the principal amount and \$123,698.63 in accrued interest. The letter regarding the full payment amount by the City of Del Mar is attached.

The check will be deposited in the Special Reserve for Capital Outlay Fund.

FISCAL IMPACT: The Fund Balance in the Special Reserve for Capital Outlay will increase by \$3,623,698.63.

RECOMMENDED: For information only. No action required.

10.8



City of Del Mar

277

November 13, 2008

Sharon McClain, Ed.D
Superintendent of Schools
Del Mar Union School District
225 Ninth Street
Del Mar, CA 92014

Re: Pre-Payment of Promissory Note Secured by Deed of Trust dated May 15, 2008
for property located at 215 and 225 Ninth Street, Del Mar, California

Dear Dr. McClain:

Enclosed please find check #93305 for \$3,623,698.63. This check constitutes payment in full and satisfies the City's obligations under the Promissory Note dated May 15, 2008. This payment consists of the \$3,500,000 principal amount, and \$123,698.63 in accrued interest owed as of November 13, 2008 for property located at 215 and 225 Ninth Street, Del Mar, California.

Please promptly return the Promissory Note marked "Paid in Full" and execute a release of the Deed of Trust on the Shores Property.

Sincerely,

Karen P. Brust
City Manager

Enc: Check #93305

Cc: M. Delin, Assistant City Manager
T.S. McBroome, Accounting Manager



November 12, 2008

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: 2008/2009 Monthly Budget, Update

The attached sheets represent each district fund individually. The actual revenues and expenditures are as of October 31, 2008. Budget amounts are those reflected in the 2008-2009 Adopted Budget.

FISCAL IMPACT: Presentation of this report does not affect revenues, expenses, or projected ending fund balances in the 2008-2009 Budget.

RECOMMENDED: For information only. No action required.

10.9

**Del Mar Union School District
2008-2009 Budget Update - Estimated Actuals
General Fund - Unrestricted
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ 30,397,393	\$ 1,839,426	94%
Federal Revenue	-	-	-
Other State Revenue	2,729,516	-	100%
Other Local Revenue	1,027,958	682,351	34%
Total Revenues	\$ 34,154,867	\$ 2,521,777	93%
Expenditures			
Certificated Salaries	\$ 18,588,826	\$ 5,025,280	73%
Classified Salaries	3,592,961	995,990	72%
Employee Benefits	5,113,177	1,480,224	71%
Books and Supplies	1,233,095	583,483	53%
Services and Other Operating	2,685,236	916,713	66%
Capital Outlay	126,430	2,160	98%
Other Outgo	7,565	10,007	-32%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 31,347,290	\$ 9,013,858	71%
Excess (Deficiency) Revenues and Expenditures	\$ 2,807,577	\$ (6,492,081)	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ (4,037,760)	\$ -	
Other Financing Sources and Uses	\$ (4,037,760)	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (1,230,183)	\$ (6,492,081)	
Beginning Fund Balance	\$ 10,355,412		
Ending Fund Balance**	\$ 9,125,229		

* 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
2008-2009 Budget Update - Estimated Actuals
General Fund - Restricted
October 31, 2008**

	2008-09		% of Budget
	Adopted	Actuals to Date	Remaining
Revenues	Budget		
Revenue Limit Sources*	\$ 340,008	\$ -	100%
Federal Revenue	717,177	8,091	99%
Other State Revenue	1,048,915	721,415	31%
Other Local Revenue	1,403,244	481,057	66%
Total Revenues	\$ 3,509,344	\$ 1,210,563	66%
Expenditures			
Certificated Salaries	\$ 2,193,390	\$ 774,561	65%
Classified Salaries	2,033,235	531,725	74%
Employee Benefits	896,796	271,429	70%
Books and Supplies	854,361	316,053	63%
Services and Other Operating	1,290,916	727,383	44%
Capital Outlay	-	(1,600)	-
Other Outgo	88,176	-	100%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 7,356,874	\$ 2,619,551	64%
Excess (Deficiency) Revenues and Expenditures	\$ (3,847,530)	\$ (1,408,988)	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ (190,230)	\$ -	
Contributions	\$ 4,037,760	\$ -	
Other Financing Sources and Uses	\$ 3,847,530	\$ -	
Net Increase (Decrease) In Fund Balance	\$ -	\$ (1,408,988)	
Beginning Fund Balance	\$ 1,139,227		
Ending Fund Balance**	\$ 1,139,227		

* 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
2008-2009 Budget Update - Estimated Actuals
General Fund - Combined
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ 30,737,401	\$ 1,839,426	94%
Federal Revenue	717,177	8,091	99%
Other State Revenue	3,778,431	721,415	81%
Other Local Revenue	2,431,202	1,163,408	52%
Total Revenues	\$ 37,664,211	\$ 3,732,341	90%
Expenditures			
Certificated Salaries	\$ 20,782,216	\$ 5,799,842	72%
Classified Salaries	5,626,196	1,527,715	73%
Employee Benefits	6,009,973	1,751,653	71%
Books and Supplies	2,087,456	899,537	57%
Services and Other Operating	3,976,152	1,644,096	59%
Capital Outlay	126,430	560	100%
Other Outgo	95,741	10,007	90%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 38,704,164	\$ 11,633,409	70%
Excess (Deficiency) Revenues and Expenditures	\$ (1,039,953)	\$ (7,901,069)	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ (190,230)	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ (190,230)	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (1,230,183)	\$ (7,901,069)	
Beginning Fund Balance	\$ 11,494,639		
Ending Fund Balance**	\$ 10,264,456		

* 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
2008-2009 Budget Update - Estimated Actuals
Cafeteria Fund
October 31, 2008

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	111,585	(2,342)	102%
Other State Revenue	4,795	593	88%
Other Local Revenue	866,794	250,032	71%
Total Revenues	\$ 983,174	\$ 248,283	75%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	116,169	28,456	76%
Employee Benefits	34,425	10,476	70%
Books and Supplies (food)	746,314	83,583	89%
Services and Other Operating	7,333	2,595	65%
Capital Outlay	-	-	-
Other Outgo	22,121	-	100%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 926,362	\$ 125,111	86%
Excess (Deficiency) Revenues and Expenditures	\$ 56,812	\$ 123,172	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 56,812	\$ 123,172	
Beginning Fund Balance	\$ 8		
Ending Fund Balance**	\$ 56,820		

* 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
2008-2009 Budget Update - Estimated Actuals
Deferred Maintenance
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	8,000	-	100%
Total Revenues	\$ 8,000	\$ -	100%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	57,750	71,461	-24%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 57,750	\$ 71,461	-24%
Excess (Deficiency) Revenues and Expenditures	\$ (49,750)	\$ (71,461)	
Other Financing Sources and Uses			
Transfers In	\$ 190,230	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ 190,230	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 140,480	\$ (71,461)	
Beginning Fund Balance	\$ 801,444		
Ending Fund Balance**	\$ 941,924		

* 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
2008-2009 Budget Update - Estimated Actuals
Special Reserve for other than Capital Outlay
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	38,000	-	100%
Total Revenues	\$ 38,000	\$ -	100%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	-	-	-
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ -	\$ -	-
Excess (Deficiency) Revenues and Expenditures	\$ 38,000	\$ -	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	-
Transfers Out	\$ -	\$ -	-
Contributions	\$ -	\$ -	-
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 38,000	\$ -	
Beginning Fund Balance	\$ 1,307,746		
Ending Fund Balance**	\$ 1,345,746		

* 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
2008-2009 Budget Update - Estimated Actuals
Capital Facilities
October 31, 2008

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	127,400	49,373	61%
Total Revenues	\$ 127,400	\$ 49,373	61%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	10,000	-	100%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 10,000	\$ -	100%
Excess (Deficiency) Revenues and Expenditures	\$ 117,400	\$ 49,373	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) in Fund Balance	\$ 117,400	\$ 49,373	
Beginning Fund Balance	\$ 98,077		
Ending Fund Balance**	\$ 215,477		

* 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
2008-2009 Budget Update - Estimated Actuals
Special Reserve Fund for Capital Outlay Projects
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	1,000	-	100%
Total Revenues	\$ 1,000	\$ -	100%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	-	-	-
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ -	\$ -	
Excess (Deficiency) Revenues and Expenditures	\$ 1,000	\$ -	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	-
Transfers Out	\$ -	\$ -	-
Contributions	\$ -	\$ -	-
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 1,000	\$ -	
Beginning Fund Balance	\$ 4,333,784		
Ending Fund Balance**	\$ 4,334,784		

* 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
2008-2009 Budget Update - Estimated Actuals
Capital Project Fund for Blended Component Units
(CFD 95-1 and CFD 99-1)
October 31, 2008

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	2,587,000	246,692	90%
Total Revenues	\$ 2,587,000	\$ 246,692	90%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	11,868	-
Services and Other Operating	162,700	10,628	93%
Capital Outlay	1,864,000	37,814	98%
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 2,026,700	\$ 60,310	97%
Excess (Deficiency) Revenues and Expenditures	\$ 560,300	\$ 186,382	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ (2,014,864)	\$ (1,269,951)	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ (2,014,864)	\$ (1,269,951)	
Net Increase (Decrease) In Fund Balance	\$ (1,454,564)	\$ (1,083,569)	
Beginning Fund Balance	\$ 6,865,255		
Ending Fund Balance**	\$ 5,410,691		

* 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
2008-2009 Budget Update - Estimated Actuals
Debt Service Fund for Blended Component Units (CFD)
October 31, 2008

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	-	-	-
Total Revenues	\$ -	\$ -	-
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	-	-	-
Capital Outlay	-	-	-
Other Outgo	2,014,864	1,269,951	37%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 2,014,864	\$ 1,269,951	
Excess (Deficiency) Revenues and Expenditures	\$ (2,014,864)	\$ (1,269,951)	
Other Financing Sources and Uses			
Transfers In	\$ 2,014,864	\$ 1,269,951	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ 2,014,864	\$ 1,269,951	
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
2008-2009 Budget Update - Estimated Actuals
Other Enterprise Fund - Childcare
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	2,623,000	933,974	64%
Total Revenues	\$ 2,623,000	\$ 933,974	64%
Expenditures			
Certificated Salaries	\$ 63,479	\$ 21,159	67%
Classified Salaries	1,666,035	626,256	62%
Employee Benefits	339,342	121,035	64%
Books and Supplies	205,027	58,920	71%
Services and Other Operating	156,670	34,435	78%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 2,430,553	\$ 861,806	65%
Excess (Deficiency) Revenues and Expenditures	\$ 192,447	\$ 72,168	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 192,447	\$ 72,168	
Beginning Fund Balance	\$ 1,279,611		
Ending Fund Balance**	\$ 1,472,058		

* 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
October 31, 2008**

	2008-09 Adopted Budget	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	1,400	-	100%
Total Revenues	\$ 1,400	\$ -	100%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	-	-	-
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ -	\$ -	
Excess (Deficiency) Revenues and Expenditures	\$ 1,400	\$ -	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	-
Transfers Out	\$ -	\$ -	-
Contributions	\$ -	\$ -	-
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 1,400	\$ -	
Beginning Fund Balance	\$ 44,371		
Ending Fund Balance**	\$ 45,771		

* 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: November 13, 2008
 To: Board Members
 From: Rodger Smith
 Through: Sharon McClain
 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
Camarillo, Marisa	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Chapluk, Genevieve	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Choi, Julie	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Chung, Donna	Teacher	1.00	Sycamore Ridge	Approve Reclassification from Temporary to Permanent Effective 8/20/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Conner, Karyn	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Daniel, Kathleen	Extended Studies Teacher	0.50	Torrey Hills	Approve Assignment Effective 10/28/08	Temporary
Dunston, Erin	Temporary Teacher	1.00	Sycamore Ridge	Approve Assignment Effective 11/13/08 through 12/18/08	Temporary Replacement
Farricker, Abby	Teacher	1.00	Del Mar Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Graham, Amy	Teacher	1.00	Ashley Falls	Approve Reclassification from Temporary to Permanent Effective 8/20/08	
Grosso, Sarah	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Jackson, Mandy	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Lack, Jodi	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Markarian, Lauren	Teacher	1.00	Ashley Falls	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
McAfee, Shannon	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Pryor, Ashley	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Permanent Effective 8/20/08	
Raskin, Sarah	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Riley, Mark	Temporary Teacher	1.00	Del Mar Heights	Approve Assignment Effective 11/13/08	Temporary Replacement
Roberts, Shawna	Teacher	1.00	Torrey Hills	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Sheffield, Adrienne	Teacher	1.00	Ashley Falls	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	
Turnbull, Michelle	Teacher	1.00	Sage Canyon	Approve Reclassification from Temporary to Permanent Effective 8/20/08	
Weinbaum-Davis, Melissa	Teacher	1.00	Ashley Falls	Approve Reclassification from Temporary to Probationary 2 Effective 8/20/08	

Date: November 13, 2008
 To: Board Members
 From: Rodger Smith
 Through: Sharon McClain
 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
Anderson, Cory	Child Care Worker I	0.75	Child Care	Approve Assignment Effective 10/27/08	Replacement
Casas, Jose	Night Custodian	1.00	Ocean Air	Approve Assignment Effective 11/05/08	Replacement
Furnas, Lisa	Administrative Assistant	1.00	District Office	Approve Resignation Effective 11/10/08	
Galdamez, Adolfo	Noon Duty Aide	0.05	Sycamore Ridge	Approve Assignment Effective 9/22/08	Replacement
Gerrard, Nicole	Noon Duty Aide	0.025	Sycamore Ridge	Approve Assignment Effective 10/24/08	Replacement
Gulverkjian, Nadia	Noon Duty Aide	0.0125	Sage Canyon	Approve Assignment Effective 9/11/08	Replacement
Hernandez, Gerardo	Night Custodian	1.00	District Office	Approve Assignment Effective 10/27/08	Expansion

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Johnson, Karen	Instructional Aide I	0.83125	Del Mar Heights	Approve Assignment Effective 11/3/08	Expansion
LoCasale, Margaret	Special Education Aide II	0.75	Ocean Air	Approve Assignment Effective 10/13/08	Expansion
Macias, David	School Plant Manager	1.00	Ocean Air	Approve Resignation Effective 11/7/08	
Miller, Tiffany	Special Education Aide II	0.675	Ocean Air	Approve Reduction in Hours from 30 Hours per Week to 27 Hours per Week Effective 10/14/08	
Mirsaidi, Roseann	Health Care Technician	0.75	Sage Canyon	Approve Assignment Effective 11/13/08	Replacement
O'Connell, Shannon	Instructional Aide I	0.625	Ashley Falls	Approve Assignment Effective 11/3/08	Expansion
Pollock, Lea	Special Education Aide I	0.75	Sage Canyon	Approve Resignation Effective 12/18/08	
Ray, Christopher	School Plant Manager	1.00	Ocean Air	Approve Promotion from Night Custodian to School Plant Manager Effective 11/12/08	Replacement

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Singley, Sara	Special Education Aide II	0.75	Ocean Air	Approve Assignment Effective 11/5/08	Replacement
Swann, Lisa	After School Programs Office Assistant	1.00	Child Care	Approve Assignment Effective 11/14/08	Replacement
Taylor, Lauren	Instructional Aide I	0.125	Sycamore Ridge	Approve Assignment Effective 10/27/08	Expansion
Tosetti, Sandra	Special Education Aide I	0.56875	Carmel Del Mar	Approve Increase in Hours from 22.5 Hours per Week to 22.75 Hours per Week Effective 9/24/08	Expansion
Woodbury, Bonita	Child Care Worker I	0.65	Child Care	Approve Assignment Effective 10/20/08	Replacement
Woodbury, Bonita	Noon Duty Aide	0.025	Sycamore Ridge	Approve Assignment Effective 10/28/08	Replacement
Zabaldo, Charlotte	Child Care Office Assistant	0.7625	Child Care	Approve Resignation Effective 12/5/08	