

DEL MAR
UNION SCHOOL DISTRICT

Mission Statement

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 education program that is continually evolving to develop well-round 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…

- Honesty and integrity
- Treating others with respect
- The principles of Democracy

www.dmusd.k12.ca.us

Board of Trustees

Dr. Annette Easton
Steven McDowell
Doug Perkins
Comischell Rodriguez
Katherine White

Superintendent

Dr. Sharon McClain

DEL MAR UNION SCHOOL DISTRICT

Board of Trustees
Regular Meeting

January 21, 2009
5:45 p.m.

Del Mar Hills Academy
14085 Mango Drive, Del Mar, CA 92014

Welcome to the monthly meeting of the Del Mar Union School District Board of Trustees. . .

Public Inspection of Documents
In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the board meeting are available for inspection at the Del Mar Union School District, 225 9th St. Del Mar, CA 92014.

Hearing of the Public
Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to 3 minutes per person, per topic. If you wish to speak, complete a card (located at the sign-in desk) and present it to the Secretary of the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name, address, and organization before making your presentation.

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; or (3) refer the matter to the next agenda.

Consent Calendar
All matters listed under Consent are those on which the Board has previously deliberated or which can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion of these items prior to the time the Board of Education votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the consent items.

To address an item on the Consent Calendar, please follow the procedure described under Hearing of the Public.

Closed Session
The Board will meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations.

Cell Phones/Pagers
As a courtesy to all meeting attendees, please set cellular phones and pagers to silent mode and engage in conversations outside the meeting room.

Assistance With Meeting
In compliance with the Americans With Disabilities Act and AB-3035, if you require special assistance to participate in this meeting, please contact the Superintendent at (858) 755-9301 at least 24 hours prior to the start of the meeting to enable the District to make reasonable arrangements.

CALL TO ORDER - OPEN SESSION 4:30 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 **Public Employee Discipline/Dismissal/Release** pursuant to (Government Code 54957)

1.2 **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

1.3 **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, CFDs – 5:40 p.m.

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

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

1.0 FLAG SALUTE

2.0 STUDENT RECOGNITION – TORREY HILLS ***1***

3.0 APPROVAL OF THE AGENDA

Motion____Second____Ayes____Nays____

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

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

4.1 Correspondence:

4.2 Public Input:

5 REPORTS, RECOGNITIONS and HEARINGS

5.1 **Recognition** *2*
Employees of the Month for January 2009:
Ashley Falls – Mary Ann Loes, Fifth Grade Teacher
Carmel Del Mar – Janice Chan, SDC Aide
Del Mar Heights – Kate Anderson, RSP Teacher
Del Mar Hills – Arah Allard, Music Teacher
Ocean Air – Monica Tech, 1st Grade Teacher
Sage Canyon – Lindsay Bullis, 2nd Grade Teacher
Sycamore Ridge – Donna Chung, 4th Grade Teacher
Torrey Hills – Nalani Grossman, Office Assistant

5.2 **Report** *3*
DMCTA Report: David Skinner, DMCTA President, Carmel Del Mar Teacher

5.3 **Report** *4*
DMSEF Report: Matt Zevin, DMSEF President

5.4 **Report** *5-6*
Monthly Staff Development, Travel & Conference Update

5.5 **Report**
Board Report/Comments

5.6 **Report**
Superintendent's Report

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.1 Approval of the Minutes of:

- Minutes of Regular Board Meeting of December 10, 2008

Motion ____Second____Ayes____Nays____

6.2 Approval of Consent Items

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

Motion____Second____Ayes____Nays__

Consent Items:

*7.2	2008/2009 Consolidated Application, Part II, For Funding Categorical Aid Programs	*9-40*
*8.1	Board Approval, Del Mar Union School District's Uniform Complaint Quarterly Report for October 1 – December 31, 2008.	
*8.2	2nd Reading and Approval, 2007/2008 School Accountability Report Cards	*41*
	School Fact Sheet	
	Ashley Falls	*42-71*
	Carmel Del Mar	*72-101*
	Del Mar Heights	*102-131*
	Del Mar Hills	*132-161*
	Ocean Air	*162-192*
	Sage Canyon	*192-221*
	Sycamore Ridge	*222-253*
	Torrey Hills	*254-283*
*10.1	Board Approval and Acceptance of Donations to the Del Mar Union School District	*322*
*10.2	Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements	*323-331*
*10.3	Board Approval, Site Performance Agreement	*332*
*10.4	Board Approval of Agreement Between Jill Weckerly, Ph.D. and the Del Mar Union School District	*333*
*10.5	Board Ratification of Addendum to Agreement Between Jodie K. Schuller and Associates and the Del Mar Union School District	*334*
*10.6	Board Ratification of Addendum to Agreement Between Marjorie Block, Occupational Therapy Services and the Del Mar Union School District	*335*
*10.7	Board Ratification of Agreement Between Sharon Criger, RPT and the Del Mar Union School District	*336*
*10.8	Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)	*337-343*
*10.9	Board Approval of Agreement Between Air America Testing and the Del Mar Union School District	*334*
*11.1	Board Approval of Recommended Personnel Actions: Employment, Resignations, Retirements, Dismissals, Leaves of Absence, and Change of Status	*450-453*

7.	**CURRICULUM AND INSTRUCTION**	
7.1	Study Regarding Teaching Strategies for Preschool Students with Autism	*7-8*
8.	**ADMINISTRATION AND POLICY**	
8.3	Discussion and Board Action on the Board Personnel Committee *Motion____Second____Ayes____Nays____*	*284-285*
8.4	Discussion, Administrative Team Recommendations, Tools for Strategic Analysis, A Financial Report, January 2009 *Motion____Second____Ayes____Nays____*	*286-305*
8.5	Reminder of Upcoming Events	*306-308*
9.	**OPERATIONS AND FACILITIES**	
9.1	Facilities Report	*309-315*

9.2 Board Approval of a Contract for Producing Enrollment Projections and Student Yield Factors for the Del Mar Union School District *316-319*

Motion____Second____Ayes____Nays____

9.3 Board Approval of the Appointment of a Commercial Real Estate Agent(s) to Represent the District in the Search for New District Office Facilities. *30-321*

Motion____Second____Ayes____Nays____

10. BUSINESS AND FINANCE

10.10 Board Review and Acceptance of the Annual Audit Report for the 2007/2008 Fiscal Year Prepared by Wilkinson & Hadley, LLP Certified Public Accountants *345-414*

Motion____Second____Ayes____Nays____

10.11 2008/2009 Monthly Budget, Update *415-427*

10.12 Board Approval, Salary Schedule 2008-2009 *428-442*

Motion____Second____Ayes____Nays____

10.13 Board Approval, Collective Bargaining Disclosure Statement *443-449*

Motion____Second____Ayes____Nays____

11. PERSONNEL

11.2 Board Approval of Modifications to the Collective Bargaining Agreement Between the Del Mar California Teachers Association and the Del Mar Union School District *454-456*

Motion____Second____Ayes____Nays____

11.3 Board Approval of an Agreement for Substitute Teaching Services Between Janice Lee and the Del Mar Union School District. *457-460*

Motion____Second____Ayes____Nays____

11.4 First Reading, Job Description for the Position of Administrative Assistant for Business Services, Maintenance and Operations and Child Nutrition Services. *461-465*

12. ARTICLES OF INTEREST

None.

13. ITEMS FOR FEBRUARY 2009 BOARD MEETING:

- Report on District Staff Development Days
- Board Approval, 2009 CSBA Delegate Assembly Nominees
- 1st Reading, 2008/2009 Site/Grade Level Caps
- Ocean Air After School/Child Care Program

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 NOTES **December 10, 2008**

OPENING PROCEDURES

1. Board President Easton, called the meeting to order at 5:49 p.m. David Jones, Principal, Carmel Del Ma, led the audience in the Pledge of Allegiance.

Members Present: Annette Easton, President of the Board
Katherine White, Clerk of the Board
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
Sheila Weinberg, Director of Pupil Services
Dena Whittington, Asst. Supt., Business Services
Mike Casey, Director of Technology
Randy Wheaton, Director of Maintenance & Operations
Charlene Komosinski, Director of After School Programs
Todd Boteler, District Webmaster
David Skinner, 4th gr. teacher, Carmel Del Mar, DMCTA President
A.J. Pearce, Plant Manager, Del Mar Hills Academy
Bill Porter, BTSA Full Time Release Support Provider
MaryAnn Loes, 5th Grade Teacher, Ashley Falls
Riann Ballenger, 5th Grade Teacher, Ashley Falls
Jenny Luce, Extended Studies/Art Teacher, Sycamore Ridge
Tiffany Kinney, 3rd Grade Teacher, Del Mar Heights
Wendy Wardlow, Principal, Del Mar Heights
Jacquelin Folgner, Art Teacher, Del Mar Heights
Tanya Lubomudrov, Science Teacher, Ocean Air
Jason Bethurum, P. E. Teacher, Carmel Del Mar
Sandy Johnson, 5th Grade Teacher, Ashley Falls
Erik Bienke, 2nd Grade Teacher, Del Mar Hills Academy
Jen Kamka, 1st Grade Teacher, Ashley Falls
Amy Graham, 1st Grade Teacher, Ashley Falls
Nicole Nelson, Art Teacher, Del Mar Hills Academy

Approved

Others In Attendance:
Halie Johnson, *Del Mar Times,* Elizabeth & Roberto Rodriguez, Mary & Bill Farrell, Jennifer McDowell, Tracy McDowell, Chris Duncan, Zuliya Khawaja, John Logan, Fernanda Aguiar, Kerry Traylor

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REPORT OF ACTION TAKEN IN CLOSED SESSION:

The Board of Trustees approved the release of employee #1635 from employment with the Del Mar Union School District. The Board of Trustees will reconvene to Closed Session following the Regular Open Meeting to discuss Item 1.3.

2.0 **Student Recognition** – Carmel Del Mar

Principal, David Jones, introduced the Carmel Del Mar third grade students and teachers who presented songs and excerpts from their play, "Straight From the Heart." The play relates to the district-wide Character Education program and the Pillars of Character, as well as Carmel Del Mar's anti-bullying initiatives. The silk-screen t-shirts worn by students were designed and created in Art, and invitations for the play were designed in the Technology Lab. Thank you to Third Grade teachers Caroline Draper, Jason Bethurum, and Cathie Hays; Art teacher, Paula Intravaia; Music teacher, Cinda Peck; and Technology teacher, Janet Wolfertz.

3.0 CALL TO ORDER, ORGANIZATIONAL MEETING

3.0.1 Oath of Office Administered to Board Members Doug Perkins and Comischell Rodriguez

Superintendent McClain administered the Oath of Office to returning Board Member Doug Perkins and newly elected Board Member Comischell Rodriguez. At the conclusion of the swearing in, Members Rodriguez and Perkins, took their seat on the School Board.

3.0.2 Election of President of the Board of Trustees

Board Member Easton nominated Member White, to be President of the Board for 2009. Seconded by Member McDowell. Member White was unanimously approved as President of the Board for 2009.

3.0.3 Election of Clerk of the Board of Trustees

Board Member Perkins nominated Member McDowell, to be Clerk of the Board for 2009. Seconded by Member Easton, Member McDowell was unanimously approved as Clerk of the Board for 2009.

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3.0.4 **Appointments of Board Members**

- **Secretary to the Board of Trustees - District Superintendent**
  Nomination: Sharon McClain
- **Member as Representative to the North Coastal Consortium for Special Education (NCCSE)**
  Nomination: Doug Perkins
- **Member as Representative to the North City West School Facilities Finance Authority / CFD No. 1**
  Nomination: Comischell Rodriguez
- **Member as ex officio Representative to the Del Mar Schools Education Foundation**
  Nomination: Annette Easton
- **Members as Representative to the Legislative Action Network (LAN)**
  Nomination: Steven McDowell
  Nomination: Comischell Rodriguez

On Motion by Member Easton, seconded by Member Perkins, the Board unanimously voted to approve the above Board Member appointments for 2009.

3.0.5 **Adoption of Dates, Time and Place of Regular Board of Trustees Meetings for the period of January 1, 2009 through November 30, 2009** 7

On Motion by Member Perkins, seconded by Member McDowell, the Board unanimously approved the Dates, Time and Place of Regular Board of Trustee Meetings for the period of January 1, 2009, through November 30, 2009.

3.0.6 **ADJOURNMENT, ORGANIZATIONAL MEETING**

On Motion by Member Rodriguez, seconded by Member White, the Board voted unanimously to adjourn the 2008 Organizational Meeting at 6:09 p.m.

Member Perkins and Member Rodriguez individually expressed their appreciation to family and friends for their patience, support and encouragement.

The Board of Trustees took a five-minute recess to allow for Board members to take their newly elected positions on the Board, as follows: President, Member White; Clerk, Member McDowell.

Board President White welcomed everyone to the Regular Meeting of the Board of Trustees and thanked out-going President Easton for her leadership during the last two years.

Unapproved

Board Member Easton expressed the Board's disappointment

Approval of the Agenda

Member Easton expressed the Board's disappointment that the financial analysis was not ready for the December meeting's Agenda, but that the Board is looking forward to discussing it in early January.

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

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

4. CORRESPONDENCE/COMMUNCIATIONS

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

4.1 **Correspondence:**

- None

4.2 **Public Input**

- Walter Bays, 4657 Calle Mar de Armonia, San Diego, 92130, addressed the Board in support of additional offerings in the After School Enrichment Program at Ocean Air and re-visiting the boundary issue to allow all students to attend their neighborhood school.

5. REPORTS, RECOGNITIONS and HEARINGS

5.1 **Report**

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

On behalf of the DMCTA Mr. Skinner presented poinsettias to all of the Board Members and Directors. He thanked the Board, Supt. McClain and Directors for keeping the teachers informed in an honest and straightforward manner. He expressed appreciation to the Collective Bargaining District representatives for the fair and, sometimes, firm way they dealt with the DMCTA during negotiations. The DMCTA is anxious and willing to look for solutions to the challenges the District is facing.

5.2 **Report**
DMSEF Report: Beth Westburg, DMSEF Vice President

Mrs. Westburg reported that the Foundation's Annual Appeal letter went out before Thanksgiving and that checks are still being processed. Donations totaling $350,000 have been processed year-to-date. The DMSEF is working with several PTA's who are considering donating to the DMSEF. The Casino Night, Texas Hold 'em Tournament, is scheduled for April 18, at either the Marriott or Grand Del Mar. With the help of all schools, the DMSEF is looking forward to a successful event. DMSEF is excited to meet with the Manhattan Beach Education Foundation and/or the Hermosa Beach Education Foundation to learn how they operate and their successes. The DMSEF is encouraged by the ESC Core Action Team and looks forward to its report.

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

Member Easton asked for clarification on whether the cost of a substitute is included in the total cost of the conference. It was requested that it be included.

5.6 **Report**
Board Report/Comments

- Member Easton re-welcomed Doug Perkins and welcomed Comischell Rodriguez to the Board. She attended the CSBA Conference. She attended two valuable sessions, which she is anxious to share with the Board. One dealt with the Board setting different protocols to maximize its effectiveness and the other was on fraud prevention. She asked that sometime during the year "fraud prevention" be placed on a future Board meeting agenda for further discussion.

- Member McDowell thanked Annette Easton for her leadership as Board President. He attended the CSBA Conference where he focused on gathering data and establishing contacts throughout the County, for a better understanding of the data. He had the opportunity to gather and share information with other school districts. He said the NSBA Conference will be held in San Diego and is in favor of the Board to attend. He thanked members of the staff and community for attending Board meetings.

- Member Perkins attended CSBA Conference at the San Diego Convention Center. He attended sessions on budgeting and heard the only way to deal with the budget challenge is direct, honestly and with transparency. He also gathered helpful information on the working relationship of foundations and

Unapproved

schools. Lastly, he thanked Member Easton for her stewardship and support during his first few months as a Board member.

- Member Rodriguez attended the CSBA Conference. She attended the *Orientation for new trustees* workshop, a session on the Brown Act and a session on foundations and how School Boards have developed policies for an open working relationship with not only foundations, PTAs, etc. She welcomes all opportunities to attend sessions, workshops, etc. to learn to be an effective Board member.

- Member White welcomed Doug Perkins and Comischell Rodriguez to the Board. She expressed her appreciation to the DMCTA for working openly and constructively as a group during Collective Bargaining and looks forward to continuing that relationship. She expressed that the CSBA Conference was valuable because the Board picked up information and intends to use it in many different areas now and in the future. She wished everyone Happy Holidays.

5.7 **Board**
Superintendent's Report

Superintendent McClain attended the CSBA Conference. She commended the Board for taking time out of their busy schedules to attend the conference. She and the Board Members attended many of the same sessions. She reported that the principals had their second meeting that is structured as a PLC (Professional Learning Community.) She reported that the financial analyst met with some obstacles in producing the financial analysis for the December Board meeting, but she is looking forward to the report in early January. The tentative date for completion of the report is January 14, 2009. The data will be useful when making some very important decisions in the District. She wished everyone Happy Holidays and thanked everyone for making her feel like a part of the DMUSD family.

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.1 Approval of the Minutes

On motion by Member Easton, seconded by Member Perkins, the Board unanimously approved the Minutes of Regular Board Meeting of November 19, 2008.

Unapproved

6.2 Approval of Consent Items

On motion by Member McDowell, seconded by Member Easton, the Board unanimously approved Consent Items.

Consent Items:

*10.1 Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements

*10.2 Board Approval, Site Performance Agreement

*10.3 Board Approval of Agreement Between Lloyd Pest Control and the Del Mar Union School District to Perform Pest Control Inspection and Execute Required Service

*10.4 Board Consideration of Standard Business Mileage Rate of 55 Cents Per Mile, Effective January 1, 2009

*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: District Support Provider, Beginning Teacher Support and Assessment (BTSA) Program

Assistant Superintendent of Curriculum & Instruction presented background on the BTSA program in the DMUSD and introduced Mr. Bill Porter, who was selected as the Full-Time Release Support Provider for the California Beginning Teacher Support and Assessment (BTSA) Program, which provides support and advanced professional content for beginning teachers. Mr. Porter gave a brief history of BTSA and reported on his work in the District, to date.

8. ADMINISTRATION AND POLICY

8.1 Recommendation to Consider Nominations for the California School Boards Association (CSBA) Delegate Assembly

The California School Board Association Delegate Assembly is composed of approximately 270 delegates who are elected by local school board members in 21 geographic regions throughout California. Each board may nominate as many individuals as it chooses. Nominations are accepted until January 7, 2009.

On motion by Member Easton, seconded by Member Perkins, the Board unanimously voted to nominate Member McDowell to the CSBA Delegate Assembly. Member McDowell accepted the nomination.

8.2 **Action Team Reports from Strategic Planning - Physical Education and Wellness; Extended Studies Curriculum Funding**
For information only.

The inclusion of the Action Team presentations on the December Board Agenda were for public information and required no further discussion or action.

8.3 **Study of Children's Reasoning About People as Sources of Information**
For information only.

The Board was informed of Del Mar Heights participating in a study conducted by Dr. Gail Heyman, a member of the Human Development Program's Executive Committee, Professor of Psychology at UCSD, including students 7-12 years of age. Dr. Heyman is working on a research project investigating the reasoning of children at different ages. A copy of the report will be provided to the District.

8.4 **Status Report on Task Forces**

A Status Report developed by the Leadership team was a result of the Strategic Planning communications. The three Action Teams and two Task Forces recommended are as follows: Action Teams, which are a in-depth study, in the areas of Communication, Collaboration, and Finance; and Task Forces, which have a shorter timeline, in the areas of Financial Analysis and Extended Studies Curriculum. Staff, parents and community members will have the opportunity to participate on an Action Team. Board members interested in serving on an Action Teams or Task Force should contact Superintendent McClain. The public will have an opportunity to address the Board regarding the recommendations of an Action Team and/or Task Force at meetings open to the public.

8.5 **1st Reading, 2007/2008 School Accountability Report Cards**

School Accountability Report Cards (SARC) for the 2007/2008 school year were submitted for a 1st reading. Review and approval of School Accountability Report Cards is an annual requirement, which stems from the passage of Proposition 98 in 1988. The accountability report cards provide the public with a way of comparing school programs and achievement within a format of standard topics. The report cards are in draft form and will undergo additional staff review and will be amended slightly by individual sites and various District administration departments. The SARCs will be presented for Board approval at the January Regular Board Meeting.

8.6 **Reminder of Upcoming Events**
(Presented for information only.)

9. OPERATIONS AND FACILITIES

9.1 Facilities Report

(Presented for information only.)

Requests for Qualifications (RFQ) were distributed on Tuesday, Nov. 25, to seven prospective vendors to provide commercial real estate services for the District regarding the planning for a new District Office.

9.2 Childcare Facilities Report/Discussion

Rodger Smith, Director of Human Resources & Facilities Planning, presented this report to provide an opportunity for further discussion on the use of the approximately $1.2 million in reserves in the After School Programs Enterprise Fund to support the construction or acquisition of facilities for the after school child care program at Ocean Air. Relocatable facilities would cost approximately $500,000 to house the program at Ocean Air. The life expectancy of relocatable buildings is approximately 20 years. Permanent facilities for the After School Childcare Program at Ocean Air would cost approximately $1,000,000. The life expectancy of permanent facilities is fifty or more years. The accumulation of $1.2 in reserves in the After School Programs Enterprise Fund was originally intended to support the cost of additional childcare facilities as growth in the district occurred. District staff asked for direction from the Board regarding the preferred option to pursue for facilities to house the After School Child Care Program at Ocean Air School.

The Board asked clarifying questions and had further discussion on the District and childcare funds available for construction or purchasing relocatables, the available funds for the relocation of employee childcare and DMUSD preschool, the number of children participating in afterschool childcare and enrichment, and facilities, etc. The Board requested staff to bring options back to the Board taking into consideration the suggestions and concerns expressed by the Board.

9.3 Power Availability at Del Mar Hills Due to P2 Demolition

Rodger Smith, Director of Human Resources & Facilities Planning, reported that Randy Wheaton, Director of Maintenance and Operations, has investigated the cost of reestablishing power to the baseball field area. His investigation resulted in estimated costs of $4800 for installation of new wiring, conduit, and a weatherproof electrical panel. He also received a cost estimate of approximately $1500 for trenching for replacement of the power supply.

Based upon the estimated cost of $6300 to restore the power to the baseball field area, district staff recommended that the district refund the $1200 initially paid by Little League for the cost of the extension of electrical power to the

Unapproved

vicinity of the baseball field. The $1200 could then be used by Little League to purchase a generator to provide power at any location they desire.

9.4 **Discussion, Pros and Cons of Options to Relocate District Office**

Rodger Smith, Director of Human Resources & Facilities Planning, reported on the pros and cons of the following options relative to the relocation of the District Office: 1) purchase and develop raw land, 2) purchase and remove an existing commercial structure, 3) modify use of an existing district facility or 4) lease and remodel an existing commercial structure.

The Board directed staff to compile all components, i.e. timeframe, availability of real estate, relocation of employee childcare, and the pros and cons into one presentation for the January Board meeting.

9.5 **Contract for Updating Enrollment Projections**

Rodger Smith, Director of Human Resources & Facilities Planning, presented proposals from four prospective vendors for the purpose of updating enrollment projections for the Del Mar Union School District. Staff recommended approval of one of the following two options: 1) If the contract is for one year only, the recommended vendor is Dolinka/Decision Insite in the amount of $13,971; or 2) if the contract is for three years, the recommended vendor is Davis Demographics in the amount of $11,808 per year.

10. BUSINESS AND FINANCE

10.5 **Board Approval, 2008-2009 First Interim Report, Cash Flow Report, and Multiyear Projection Report**

Dena Whittington, Assistant Superintendent of Business Services, presented the 2008-2009 First Interim Financial Report, Cash Flow Report, and Multiyear Projection Report for Board approval.

On motion by Member McDowell, seconded by Member Easton, the Board voted unanimously to approve the 2008-2009 First Interim Financial Report, Cash Flow Report, and Multiyear Projection Report.

10.6 **Potential Loss of Property Tax Revenues Due to Homeowners Having Property Tax Assessed Values Re-Assessed**
(For information only.)

10.7 **2008/2009 Monthly Budget, Update**
(For information only.)

11. PERSONNEL

Approved

12. ARTICLES OF INTEREST

13. ITEMS FOR JANUARY 28, 2009 BOARD MEETING:

- Facilities Report
- Monthly Budget Update
- Negotiations
- Report back on the Ocean Air After School Programs
- Policy on conference cost – does it include cost of sub.
- 2nd reading and approval, SARCs
- Approval of a Contract for Updating Enrollment Projections
- PTA report from a PTA President
- Update on Shores payoff – was it accurate – do we need Board action
- Financial Analysis – Caroline (Board
- Clarity on budget
- Demographics

Reconvened to Closed Session at 9:37 p.m. to discuss:

1.3 **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

Reconvened to Open Session at 10:25 p.m.

REPORT OF ACTION TAKEN IN RECONVENED CLOSED SESSION: There was no report out of closed session.

14. ADJOURNMENT

On motion by Member McDowell, seconded by Member Rodriguez, the Board voted unanimously to adjourn the December 10, 2008 Regular Board meeting at 10:28 p.m.

Steven McDowell, Clerk

Sharon McClain, Superintendent

Date

Date

Unapproved

January 15, 2009

To: Board Members

From: Susan Paul, Principal, Torrey Hills

Through: Sharon McClain, Superintendent

Subject: Student Recognition – Torrey Hills

Mrs. Mercedes Fernandez-Sierra joined Torrey Hills this year as our Music Teacher, filling in for Mrs. Chiles, who is taking a child care leave of absence. In addition to our choir, beginning and intermediate band programs that supplement general music instruction, Mrs. Fernandez-Sierra has started a strings group. Under Mrs. Fernandez-Sierra's leadership, our students presented a beautiful Winter Concert.

Tonight some of the Torrey Hills' 4^{th}-6^{th} grade students who represent our choir and strings classes will share three of the selections they performed at our Winter Concert: Somos el Barco (a 4-verses bilingual song by Lorre Wyatt), Take Me Home (a one-verse country song by Bill Danoff, Taffy Nivert and John Denver), and Flying Free (a two-part song by Don Besig)

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

2.0

January 13, 2009

To: Board Members

From: Sharon McClain

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 January are:

Ashley Falls	Mary Ann Loes, Fifth Grade Teacher
Carmel Del Mar	Janice Chan, SDC Aide
Del Mar Heights	Kate Anderson, RSP Teacher
Del Mar Hills	Arah Allard, Music Teacher
Ocean Air	Monica Tech, 1st Grade Teacher
Sage Canyon	Lindsay Bullis, 2nd Grade Teacher
Sycamore Ridge	Donna Chung, 4th Grade Teacher
Torrey Hills	Nalani Grossman, Office Assistant

FISCAL IMPACT: None.

RECOMMENDED: For Information Only. No Action is Required.

January 15, 2009

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.

5.2

January 15, 2009

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.

December 3, 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.

DEL MAR UNION SCHOOL DISTRICT
Conference/Travel Request Report, January 15, 2009

NAME	SITE	ACTIVITY TITLE/DESCRIPTION	DATE	COST (EST.) w/ SUB EXP.	FUNDING SOURCE
Deena Engler	Torrey Hills	Standards Based Writing Inservices	Feb. 4-5, 2009	$ 450.00	PAR
Gary Wilson	Ocean Air	Leadership Matters!	Feb. 25-27, 2009	$ 560.00	General Fund
Amy Graham	Ashley Falls	Learning Headquarters' 2009 GLS Writing	Jan. 22-23, 2009	$ 450.00	SIP
Jen Kamka	Ashley Falls	Learning Headquarters' 2009 GLS Writing	Jan. 22-23, 2009	$ 450.00	SIP
Lauren Markarian	Ashley Falls	Learning Headquarters' 2009 GLS Writing	Jan. 22-23, 2009	$ 450.00	SIP
Monique Matthews	Sycamore Ridge	It Really Is All About Comprehension	March 5, 2009	$ 289.00	SIP/PAR
Dina Irwin	Sage Canyon	American Speech Hearing Association National Convention	Nov. 20-22, 2008	$ 595.00	Special Ed
Linda Newquist	Sage Canyon	Tuned Into Learning	Dec. 5, 2008	$ -	N/A
Janet Leutel	Sycamore Ridge	Early Markers Through Assessment	Sept. 17, 2008	$ 199.00	Special Ed
Janet Bernard	DO	VAPA Standards 103	March 25, 2009	$ 40.00	General Fund
Gail Moran	Del Mar Heights	CUE Conference	March 5-7, 2009	$ 695.00	Technology
Lindsay Bullis	Sage Canyon	Sitton Spelling and Word Skills	Jan. 14, 2009	$ 269.00	SIP
Janan Taovil	Child Care	BOOST (Best Out-of-School Time) Conference	April 22-25, 2009	$ 735.00	Child Care
Syd Williams	Child Care	BOOST (Best Out-of-School Time) Conference	April 22-25, 2009	$ 735.00	Child Care
Charley Jacob	Child Care	BOOST (Best Out-of-School Time) Conference	April 22-25, 2009	$ 735.00	Child Care
Charlene Komosinski	Child Care	BOOST (Best Out-of-School Time) Conference	April 22-25, 2009	$ 735.00	Child Care
Gabriela Carcamo	Sycamore Ridge	Early Years Conference	Jan. 29, 2009	$ 205.00	Special Ed
Janet Wolfertz	Carmel Del Mar	Robotics Workshop & Demonstrations	Oct. 18, 2008	$ 97.75	SIP

January 14, 2008

To: Board Members

From: Sheila Weinberg, Director of Pupil Services

Through: Sharon McClain Superintendent

Subject: Study Regarding Teaching Strategies for Preschool Students with Autism

The District's Special Education Preschool Program would like to participate in a study conducted by Sarah Graham, Resource Specialist at Sycamore Ridge Elementary School and Master's Candidate at San Diego State University. Ms. Graham wishes to conduct a comparative study to determine the effectiveness of the "first-then" teaching strategy, commonly used in special education preschool programs, to that of "high-probability request sequences" in relationship to compliant responses. The "first-then" strategy presents the student with a non-preferred request/activity followed by a preferred request/activity. The "high-probability request sequences" consist of presenting the student with three to five preferred requests/activities followed with a non-preferred request/activity.

This is a single subject design involving two to three preschool students with autism who attend the District's Special Education Preschool Program.

A student will only be allowed to participate after the District receives written consent from the child's parent. Data collection and intervention will be completed during the school day within the preschool classrooms and a quiet room setting. A session can be ended at any time for any reason at the request of the student or parent. (See Appendix A: Parent Letter/Consent Form.)

FISCAL IMPACT: None

RECOMMENDED: For information only. No action required.

Dear Parent,

I am the Resource Specialist at Sycamore Ridge School and a Master's Candidate at San Diego State University. After extensive literature review, I am conducting a comparative study to determine the effectiveness of the "first-then" teaching strategy, commonly used in special education preschool programs, to that of "high-probability request sequences" in relationship to compliant responses. The "first-then" strategy presents the student with a non-preferred request/activity followed by a preferred request/activity. The "high-probability request sequences" consist of presenting the student with three to five preferred requests/activities followed with a non-preferred request/activity. Literature suggests that the use of the high-probability request sequence creates a momentum of compliant responses. It is my hope that this study will demonstrate the best practice to better serve our preschool aged students.

Your child will only be allowed to participate after the district receives written consent from you. Data collection and intervention will be completed during the school day within the preschool classrooms and a quiet room setting. All student records will remain confidential and pseudo names will be assigned to all participating students. If you have any questions or concerns about this research, please feel free to contact Sarah Graham by phone at 858-755-1060 x 3806 or e-mail Sarah at HYPERLINK "mailto:sgraham@dmusd.org" sgraham@dmusd.org. You may also contact Sheila Weinberg, Director of Pupil Services, at 858-755-9301 x 3694 or e-mail her at HYPERLINK "mailto:sweinberg@dmusd.org" sweinberg@dmusd.org.

Thank you in advance for your help.

Sincerely,

Sarah Graham, Resource Specialist
Sycamore Ridge Elementary School
Del Mar Union School District

Consent Form for Study Regarding Teaching
Strategies for Preschool Students with Autism

Child's Name: _____ Child's Birth Date: _____

Please check one of the boxes below, sign and date the form and return it in the enclosed envelope. Please keep the top portion of this form for your records and return the bottom portion in the envelope provided. Thank you.

I ☐ agree ☐ do not agree to have my child participate in this study.

January 21, 2009

To: Board Members

From: Katie Shanahan

Through: Sharon McClain

Subject: Consolidated Application for Funding Categorical Aid Programs

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

The Del Mar Union School District receives limited categorical funding to support various District programs. The district receives funding through this application for the following programs: Economic Impact Aid, Peer Assistance and Review, Tobacco Use Prevention Education, Title II: Improving Teacher Quality, Title III: English Language Learners and Immigrant Students, Title IV: Safe and Drug Free Schools and Communities.

FISCAL IMPACT: The District received approximately $275,000 in Categorical Funding for the 2008-2009 school year.

RECOMMENDED: The Superintendent Recommends Approval of the 2008-2009 Consolidated Application for Funding Categorical Aid Programs

*7.2

2008-09 Consolidated Application for Funding Categorical Aid Programs

California Department of Education **(Part II)** **Consolidated Application**

Purpose: To declare the agency's intent to apply for 2008-09 funding of Consolidated Categorical Aid Programs.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov

Dates of project duration:
July 1, 2008 -- June 30, 2009

Legal status of agency:
- [X] **School District**
- [ ] **County Office of Education**
- [ ] **Direct-Funded Charter**

Date of approval by local governing board: 01/21/2009

Do not return the paper copy of this form to the California Department of Education.

The ConApp must be submitted electronically using the ConApp Data System (CADS).

Advisory Committees: *The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.*

Signature-District Advisory Committee (DAC)	___/___/___ Date	OR, for each committee, check the appropriate box to the right	[X] Committee is N/A	[ ] Committee refused to sign
Signature-District English Learner Advisory Committee (DELAC)	01/22/2009 Date		[ ] Committee is N/A	[ ] Committee refused to sign

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.*

Signature of authorized representative	Printed name of authorized representative	Title	Date
	Sharon McClain	Superintendent	01/21/2009

[X] Electronic certification HAS been completed. [ ] Electronic certification has NOT been completed.

California Department of Education

2007-08 Title I, Part A, Carryover Calculation

Consolidated Application

Purpose: To calculate Title I, Part A carryover from fiscal year 2007-08.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov
Lorene Euerle - (916) 319-0728 - LEuerle@cde.ca.gov

[X] This page is not applicable because the LEA did not receive Title I, Part A, funds in 2007-08.

Note: Title I, Part A, carryover is limited to 15 percent for all LEAs except those receiving less than $50,000 in Title I, Part A, funds in fiscal year 2007-08.

A. Carryover Calculation

1.	2007-08 Entitlement amount*	$ 0
2.	Transferability - Transfers-in per Section 6123 NCLB	$ 0
3.	2006-07 Carryover as of June 30, 2007	$ 0
4.	Total 2007-08 Title I funds (Total lines 1 through 3)	$ 0
5.	2007-08 Expenditures and Encumbrances as of June 30, 2008	$ 0
6.	2007-08 Carryover as of June 30, 2008	$ 0
7.	Carryover percent as of June 30, 2008 (line 6/(line 1 + line 2) * 100)	0.00%
8.	2007-08 Expenditures and Encumbrances as of September 30, 2008	$ 0
9.	2007-08 Carryover as of September 30, 2008	$ 0
10.	Carryover percent as of September 30, 2008 (line 9/(line 1 + line 2) * 100)	0.00%

B. Waiver Determination

(if line 10 exceeds 15% complete this section)

[X] This waiver is not applicable because the LEA received less than $50,000 in Title I, Part A, funds.

[ ] LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.

[ ] LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years.**

[ ] LEA elects not to request a waiver.**

C. Waiver Request

(the LEA will receive a formal approval or denial of the request)

1. Indicate reason for the carryover in excess of 15%.

2. Describe the major activities to be funded by the carryover amount on line 9 and the amount budgeted for each activity.

	Activity	Amount Budgeted
1.		$ 0
2.		$ 0
3.		$ 0
4.		$ 0
5.		$ 0
6.		$ 0
7.		$ 0
	Total (line 1 through 7)	$ 0

*This amount reflects revised Title I entitlements posted on the CDE website at http://www.cde.ca.gov/fg/aa/ca/nclbtitei.asp

**CDE will invoice LEA to return funds exceeding the 15% carryover limit.

2008-09 Federal Transferability

California Department of Education **Consolidated Application**

Purpose: To compute the amount of money being transferred to and from various federal programs.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Anne Daniels - (916) 319-0295 - ADaniels@cde.ca.gov	

Notes:
Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs

☐ This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2008-09 programs affected by transferability:

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

2008-09 Program Entitlements		Amounts Transferred to These Programs: Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Title V, Part A	Amounts Retained in Original Program
Title II, Part A	$ 42,457	$ 0		$ 0	$ 0	$ 0	$ 42,457
Title II, Part D		$ 0	$ 0		$ 0	$ 0	
Title IV, Part A	$ 7,205	$ 0	$ 0	$ 0		$ 0	$ 7,205
Title V, Part A		$ 0	$ 0	$ 0	$ 0		
Totals transferred and used for:		$ 0	$ 0	$ 0	$ 0	$ 0	

2008-09 District Allocations of Title I, Part A, Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Title I, Part A, funds for 2008-09. the total Title I, Part A, administrative costs are included on lines 8 and 9.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Monique Moton - (916) 319-0956 - MMoton@cde.ca.gov ***Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov***	[X] This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description	SACS Resource Code: 3010 Title I, Part A, Basic and Neglected
1.	2008-09 entitlement Basic $ 0 and Neglected $ 0	0
2.	Transferred in (+)	0
3.	2008-09 amount after transfer (line 1 + 2) (=)	0
4.	2007-08 carryover (+)	0
5.	Repayment of funds (+)	0
6.	Total approved allocation (line 3 + 4 + 5) (=)	0
7.	Reserved for indirect costs (-)	0
8.	Reserved for administration (-)	0
9.	Adjusted total allocation (line 6 - 7 - 8) (=)	0

2008-09 Calculation of Title I, Part A, Reservations for Equitable Services

California Department of Education **Consolidated Application**

Purpose: To calculate proportional amounts of Title I, Part A, reservations for equitable service for private schools participants, their teachers, and families.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov
Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov

[X] This page is not applicable because the LEA did not receive Title I, Part A, funding on page 2 of the ConApp.

A. Calculation of Equitable Services Percent

Number of public schools expected to receive Title I, Part A funds per Page 6: 1

Within the attendance areas of these participating schools:

Number of private school children from low-income families	Total number of children from low-income families	Percent of Private School Children from low-income families
0	0	0.00%

B. Reservation for Parent Involvement

1.	[X] No reservation is mandated because 1% of line 3 on page 28 is $5,000 or less	
2.	Reserved for Parent Involvement (must be a minimum of 1%)*	$ 0
3.	Private school set-aside for parents (% of private school children x reservation)	$ 0
4.	Amount remaining	$ 0
5.	Public school distribution (95% of "Amount remaining")**	$ 0
6.	Balance available for LEA-level parental involvement activities	$ 0

C. Reservation for District-wide Instructional Programs and Professional Development not used for Program Improvement (PI)

	Program	A. Total Reservation	B. Reservation for Equitable Services	C. Reserved for Public Schools
1.	Professional Development: highly qualified teachers and paraprofessionals (Not PI)	$ 0	$ 0	$ 0
2.	Assistance to Schools (Not PI)	$ 0	$ 0	$ 0
3.	Summer School, intersession programs, before and after school programs (Not PI)	$ 0	$ 0	$ 0
4.	**Totals**	$ 0	$ 0	$ 0

*of line 3 on page 28 **see instructions

2008-09 Reservations for Title I, Part A

California Department of Education **Consolidated Application**

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations, **except for lines 8-11,** reported on this page are used to provide direct services to eligible Title I, Part A students.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

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

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

	Description (Required)	Amounts
1.	Adjusted total allocation (line 9 on page 28)	$ 0
2.	LEA-level Parent Involvement activities -- page 29, Section B, line 6 (pg. 29, B, 6)	$ 0
3.	Program Improvement (PI) schools: school choice transportation*	$ 0
4.	PI schools: supplemental educational services*	$ 0
5.	PI LEA: a. Professional Development (PD) (minimun 10%*) set-aside $ 0 b. 2007-08 PI PD set-aside carryover $ 0 c. Total PI set-aside (5a + 5b) If reservation is less than 10%, check below: ☐ Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation	$ 0
6.	Direct and indirect services to homeless children, regardless of their school of attendance	$ 0
7.	Direct and indirect services to children in local institutions for neglected children	$ 0
8.	Direct and indirect services to children in local institutions for delinquent children	$ 0
9.	Direct and indirect services to neglected or delinquent children in community day school programs	$ 0

	Description (Allowable)	Amounts
10.	Program Improvement schools: teacher incentivies and rewards (maximum 5%*)	$ 0
11.	Professional Development: highly qualified teachers and paraprofessionals*** - PI activities	$ 0
12.	Professional Development: highly qualified teachers and paraprofessionals*** - Not PI activities (pg. 29,C, C1)	$ 0
13.	Assistance to schools - PI activities	$ 0
14.	Assistance to schools - Not PI activities (pg. 29, C, C2)	$ 0
15.	Summer school or intersession programs or before and after school programs - PI activities	$ 0
16.	Summer school or intersession programs or before and after school programs - Not PI activities (pg. 29, C, C3)	$ 0
17.	Salary differentials	$ 0
18.	Preschool	$ 0
19.	Capital expenses reserved for private schools	$ 0
20.	Total LEA Reservations (sum of lines 2 through 19)	$ 0
21.	Final adjusted allocation (line 1 minus line 20) (must be allocated to schools on page 31)	$ 0

* of line 3 on page 28 **see instructions

*** lines 11 and 12 together must be a minimum of 5% of line 3 on page 28

2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education **Consolidated Application**

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

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Richard Graham - (916) 319 - 0303 - RGraham@cde.ca.gov
Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov

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

A	B	C	D	E	F	G	H	I
Name of School **School Code**	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A $ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (C X D + E = F)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (F + G+ H)
Sycamore Ridge 0110114	12.6	50	0.0000	0	0	0	0	0
Del Mar Hills Elementary 6088983	11.2	40	0.0000	0	0	0	0	0
Carmel Del Mar Elementary 6110696	5.0	22	0.0000	0	0	0	0	0
Del Mar Heights Elementary 6038111	3.7	17	0.0000	0	0	0	0	0
Torrey Hills 6120596	2.4	14	0.0000	0	0	0	0	0
Ocean Air 0114686	1.6	9	0.0000	0	0	0	0	0
Sage Canyon 6117923	0.8	6	0.0000	0	0	0	0	0
Ashley Falls Elementary 6115620	0.2	1	0.0000	0	0	0	0	0
Notre Dame Academy 6130983	0.0	0	0.0000	0	0	0	0	0

2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education **Consolidated Application**

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

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Richard Graham - (916) 319 - 0303 - RGraham@cde.ca.gov
Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov

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

A	B	C	D	E	F	G	H	I
Name of School **School Code**	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A $ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (C X D + E = F)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (F + G+ H)
San Diego Jewish Academy 6907877	0.0	0	0.0000	0	0	0	0	0
Adjusted total allocation					0	0	0	0

2008-09 Title I, Part A, Program Improvement Activities and Expenditures Report

California Department of Education **Consolidated Application**

Purpose: To report on Title I, Part A PI activities and expenditures of Title I, Part A, state, local, or other funds for school choice transportation (Choice) and supplemental educational services (SES).	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov ***Martin Miller - (916) 324-3455 - MaMiller@cde.ca.gov***	[X] This page is not applicable because the LEA did not have schools in Program Improvement in 2008-09.

A.	Activities for Choice and SES	Fiscal Year 2008-09 Mid-Year Report
1.	The number of students who transferred from a Program Improvement (PI) school to a non-PI school under the No Child Left Behind Act (NCLB).	0
2.	The number of students who transferred from a PI school to a non-PI school under a local or state school choice program.	0
3.	The number of students enrolled in PI schools Years 2-5 who received SES.	0

B.	Expenditures for Choice Transportation and SES	Fiscal Year 2008-09 Mid-Year Report
1.	Amount of Title I, Part A, funds expended for Choice transportation for students transferred from a PI school to a non-PI school under NCLB.	0
2.	Amount of local, state, and non-Title I federal funds expended for Choice transportation for students transferred from a PI school to a non-PI school under local and state choice programs.	0
3.	Amount of Title I, Part A, funds expended for SES for students enrolled in PI schools Years 2-5.	0
4.	Amount of local, state, and non-Title I fuderal funds expended for SES for students enrolled in PI schools Years 2-5.	0

2008-09 District Allocation of Title I, Part D, Subpart 2 (Delinquent), Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Title I, Part D, Subpart 2 (Delinquent), funds for 2008-09.	**Agency:** Del Mar Union Elementary **CD code:** 37 68056
CDE Contact: Jeff Breshears - (916) 319-0946 - JBreshears@cde.ca.gov ***Lorene Euerle - (916) 310-0728 - LEuerle@cde.ca.gov***	[X] This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description		SACS Resource Code: 3025 Title I, Part D, Subpart 2 (Delinquent)
1.	2008-09 entitlement		0
2.	2007-08 carryover (as of 6/30/08)	(+)	0
3.	Repayment of funds	(+)	0
4.	Total approved allocation (line 1 + 2 + 3)	(=)	0
5.	Reserved for indirect costs	(-)	0
6.	Reserved for administration	(-)	0
7.	Adjusted total allocation (line 4 - 5 - 6)	(=)	0

2008-09 District Allocation of Title II, Part A, Improving Teacher Quality Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Title II, Part A, Improving Teacher Quality funds for 2008-09.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Jackie Rose - (916) 322-9503 - JRose@cde.ca.gov	☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description		SACS Resource Code: 4035 Title II, Part A (Improving Teacher Quality)
1.	2008-09 entitlement		42,457
2.	Transferred in	(+)	0
3.	Transferred out	(-)	0
4.	2008-09 amount after transfer (line 1 + 2 - 3)	(=)	42,457
5.	2007-08 carryover	(+)	0
6.	Repayment of funds	(+)	0
7.	Funds available for flexible use under REAP*		0
8.	Total approved allocation (line 4 + 5 + 6)	(=)	42,457
9.	Reserved for indirect costs	(-)	0
10.	Adjusted total allocation (line 8 - 9)	(=)	42,457

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

Title II, Part A, Expenditure Report for Fiscal Years 2007-08 and 2008-09

California Department of Education **Consolidated Application**

Purpose: To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2007-08 and 2008-09 fiscal years. ***CDE Contact: Jackie Rose - (916) 322-9503 - JRose@cde.ca.gov***	**Agency:** Del Mar Union Elementary **CD Code:** 3 7 6 8 0 5 6

This page has been removed from

Part II of the 2008-09 ConApp.

2008-09 District Allocation of Title III, Part A, Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Title III, Part A, funds for 2008-09.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Michele Anberg-Espinosa - 916 323-4872 - MAnbergEspinosa@cde.ca.gov	☐ This page is not applicable because the LEA is not participating in Title III, Part A.

	Description		SACS Resource Code: 4201 Title III, Part A (Immigrant)	SACS Resource Code: 4203 Title III, Part A (LEP)
1.	2008-09 entitlement		22,420	38,760
2.	2007-08 carryover (as of 6/30/2008)	(+)	0	15,732
3.	Repayment of funds	(+)	0	0
4.	Total approved allocation (line 1 + 2 + 3)	(=)	22,420	54,492
5.	Reserved for administration and indirect costs (2% cap on LEP)	(-)	0	0
6.	Adjusted total allocation (line 4 - 5)	(=)	22,420	54,492

Title III Expenditure Report for 2007-08 and 2008-09 Allocations

California Department of Education **Consolidated Application**

Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2007-08 and 2008-09 allocations. Consortia Lead is responsible for reporting the entire consortia application.	**Agency:** Del Mar Union Elementary **CD Code:** 3 7 6 8 0 5 6
CDE Contact: Michele Anberg-Espinosa 916 323-4872 - MAnberEspinosa@cde.ca.gov	☐ The page is not applicable because the LEA did not participate in either type of funding.

		Allocation Issued Fiscal Year 2007-08		Allocation Issued Fiscal Year 2008-09	
	Description	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1.	Entitlement	$ 0	$ 26,220	$ 22,420	$ 38,760
2.	Expenditures (07/01/07 - 06/30/08) (As reported on page 22 of Part I)	$ 0	$ 17,765		
3.	End of year expenditure report (07/01/07 - 06/30/08) (Submitted to CDE on October 17, 2008)	$ 0	$ 3,382		
4.	Expenditures (07/01/08 - 12/31/08)	$ 0	$ 0	$ 0	$ 0
5.	Total expended	$ 0	$ 3,382	$ 0	$ 0
6.	Unexpended funds	$ 0	$ 22,838	$ 22,420	$ 38,760
7.	Interest earned	$ 0	$ 0		

2007-08 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education **Consolidated Application**

Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2007-08.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov

☐ The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2007-08.

A. Title IV, Part A Annual Fiscal Report

1. 2007-08 entitlement amount (must be spent by 9/30/08)	9,176
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0
4. 2007-08 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0
5. 2007-08 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0
6. 2006-07 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/08)	3,691
7. Total 2007-08 Resources	12,867
8. Total 2007-08 Expenditures and Encumbrances	12,414

B. Title IV, Part A Carryover Calculation

9. Unspent 2006-07 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/08. CDE will bill the LEA for these funds.	0
10. Balance to be carried forward into 2008-09 (line 7 minus lines 8 and 9)	453
11. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	4.94%

C. Title IV, Part A Carryover Request Justification

1. Explanation of why these funds could not be spent during fiscal year 2007-08 . (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 Title IV, Part A (SDFSC), entitlement.)

2. Description of how these carryover funds will be used to implement the SDFSC Program fiscal year in 2008-09.

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

2008-09 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2008-09.	**Agency:** Del Mar Union Elementary
	CD code: 3 7 6 8 0 5 6
CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov	☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description		SACS Resource Code: 3710 Title IV, Part A (SDFSC)
1.	2008-09 entitlement		7,205
2.	Transferred in	(+)	0
3.	Transferred out	(-)	0
4.	2008-09 amount after transfer (line 1 + 2 - 3)	(=)	7,205
5.	2007-08 carryover (as 6/30/08)	(+)	453
6.	Repayment of funds	(+)	0
7.	Funds available for flexible use under REAP*		0
8.	Total approved allocation (line 4 + 5 + 6)	(=)	7,658
9.	Reserved for administration	(-)	0
10.	Reserved for indirect costs	(-)	0
11.	Adjusted total allocation (line 8 - 9 - 10)	(=)	7,658

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

2007-08 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education **Consolidated Application**

Purpose: To determine available budget resources from previous years and to calculate TUPE carryover from 2007-08.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

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

☐ The page is not applicable. The LEA did not participate in TUPE in 2007-08.

A. TUPE Annual Fiscal Report

1. 2007-08 entitlement	5,896
2. 2006-07 TUPE carryover funds (must be spent or obligated by 6/30/09)	2,304
3. 2005-06 TUPE carryover funds (must have been spent by 6/30/08)	0
4. Total 2007-08 TUPE resources (sum of lines 1 - 3)	8,200
5. Total 2007-08 Expenditures/Encumbrances	8,200

B. 2007-08 TUPE Carryover Calculation

6. 2005-06 unspent TUPE funds* (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")	0
7. 2006-07 unspent TUPE funds	0
8. 2007-08 TUPE carryover funds	0
9. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0.00 %

C. TUPE Carryover Request Justification

1. Explanation of why these funds could not be spent during the 2007-08 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 TUPE entitlement.)

2. Description of how these carryover funds will be used to implement TUPE in the 2008-09 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)

*These funds reverted 6/30/08. CDE will bill the LEA for these funds.

2008-09 District Allocation of TUPE Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Tobacco-Use Prevention Education (TUPE) funds for 2008-09.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Shalonn Woodard - (916) 319-0197 ***SWoodard@cde.ca.gov***	☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description		SACS Resource Code: 6660 Tobacco Use-Prevention Education (TUPE) Allocation
1.	2008-09 entitlement		6,348
2.	2007-08 carryover (as of 6/30/2008)	(+)	0
3.	Repayment of funds	(+)	0
4.	Total approved allocation (line 1 + 2 + 3)	(=)	6,348
5.	Reserved for indirect costs	(-)	0
6.	Adjusted total allocation (line 4 - 5 - 6)	(=)	6,348

2008-09 District Allocation of EIA Funds

California Department of Education **Consolidated Application**

Purpose: To allocate Economic Impact Aid (EIA) funds for 2008-09. The results from this page are used to make school-level allocations on page 43.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Mark Klinesteker - (916) 319-0420 -MKlinesteker@cde.ca.gov	☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	Description		SACS Resource Codes: 7090/7091 Economic Impact Aid (EIA)
1.	2008-09 entitlement		164,360
2.	Transferred in	(+)	0
3.	2007-08 carryover (as of 6/30/08)	(+)	0
4.	Repayment of funds	(+)	0
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)	164,360
6.	Reserved for indirect costs (up to 3%)	(-)	0
7.	Administration and evaluation (up to 10%)	(-)	0
8.	EIA activities operated by the district (up to 2%)	(-)	0
9.	EIA security (may not exceed 32 cents per pupil)	(-)	0
10.	EIA alternative	(-)	0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 -10)	(=)	164,360

* Line 11 to be allocated to schools.

2008-09 District Allocation of EIA Funds to Schools

California Department of Education **Consolidated Application**

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: EIA-SCE: Richard Graham - (916) 319-0303 - RGraham@cde.ca.gov
EIA-LEP: Mark Kliensteker - (916) 319-0420 - MKlinesteker@cde.ca.gov

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

1. Total EIA Allocation	2. Standard Per Pupil EIA/LEP	$ 354.9892
164,360	3. Requested Per Pupil EIA/LEP	$ 0.0000
	4. Per Pupil EIA/SCE	$ 0.0000

A	B	C	D	E	F	G
Name of School School Code	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation	SCE Allocation
Sycamore Ridge 0110114			77	114	27,334	0
Ocean Air 0114686			66	66	23,429	0
Del Mar Heights Elementary 6038111			26	53	9,230	0
Del Mar Hills Elementary 6088983			38	93	13,490	0
Carmel Del Mar Elementary 6110696			77	133	27,334	0
Ashley Falls Elementary 6115620			30	76	10,650	0
Sage Canyon 6117923			53	102	18,814	0
Torrey Hills 6120596			96	150	34,079	0

5. Total EDY Eligible	0		8. Totals	164,360	0
6. Total LEP Not Eligible	463				
7. Total EDY Funded	0		9. Total Allocation Balance	0	

2007-08 Reporting Form for School Safety and Violence Prevention

California Department of Education **(AB 1113, AB 658 of 1999)** **Consolidated Application**

Purpose: To report expenditures of School Safety and Violence Prevention (SSVP) funds to fulfill the legislative reporting requirement in program expenditures and activities.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: Kelli Omoto-Lee - (916) 319-0195 - KOmoto@cde.ca.gov

[X] This page is not applicable because the LEA did not receive this type of funding.

1. 2007-08 SSVP Allocation	$ 0
2. 2006-07 Unspent SSVP Funds	$ 0
3. Total SSVP Resources (total of line 1 and line 2)	$ 0

Category/Item	Expenditures and Encumbrances	Category/Item	Expenditures and Encumbrances
4. Personnel		8. Instructional Curricula and Materials	$ 0
School Counselors	$ 0	9. Law Enforcement Partnerships	$ 0
School Psychologists	$ 0	10. Other Uses of Funds	
School Social Workers	$ 0	Other (specify)	$ 0
School Nurses	$ 0	11. Indirect Costs	$ 0
Sworn Law Enforcement	$ 0	12. Total Expenditures for SSVP	$ 0
5. Communication Devices	$ 0	13. Percent (%) of total SSVP 2007-08 resources remaining in 2008-09. If more than 25 percent, complete the bottom section of this page.	0.00%
6. School Safety Infrastructure	$ 0		
7. Staff Training	$ 0		

SSVP Funding - Planned Use of Remaining Funds

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

2008-09 Consolidation of NCLB Administrative Funds

California Department of Education **Consolidated Application**

Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Julie Brucklacher - (916) 327-0858 - JBruckla@cde.ca.gov	☐ This page is not applicable because the LEA did not participate in any of the listed programs.

Notes:

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

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

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

October 2008 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education **Consolidated Application**

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2009-10 ConApp.

Agency: Del Mar Union Elementary

CD code: 3 7 6 8 0 5 6

CDE Contact: (916) 323-8068 - frpminfo@cde.ca.gov

A	B	C	D	E	F
			Number of Enrolled Students Ages 5-17		
Name of School **School Code** **Charter School Number**	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced-Price Meals*
Sycamore Ridge 0110114	KK	06	411	32	13
Ocean Air 0114686	KK	06	640	2	2
Del Mar Heights Elementary 6038111	KK	06	427	13	2
Del Mar Hills Elementary 6088983	KK	06	332	19	9
Carmel Del Mar Elementary 6110696	KK	06	434	5	6
Ashley Falls Elementary 6115620	KK	06	510	5	0
Sage Canyon 6117923	KK	06	739	4	0
Torrey Hills 6120596	KK	06	634	6	5

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

2007-08 Intensive Instruction Annual Report

California Department of Education **Consolidated Application**

Purpose: To report on the participation and effectiveness, as measured by success on the California High School Exit Examination (CAHSEE), of the CAHSEE Intensive Instruction	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov	

2007-08 CAHSEE Intensive Instruction and Services	Students Served in 2007-08				Passed one or both parts of CAHSEE in 2007-08			
Provide the number of students served by this program. *Ed. Code 37254 (d)(5) & (8).* Students may receive more than one type of service.	Class of				Class of			
	2006	2007	2008	2009	2006	2007	2008	2009
1. Diagnostic assessment	0	0	0	0	0	0	0	0
2. Individual instruction in CAHSEE academic content	0	0	0	0	0	0	0	0
3. Group instruction in CAHSEE academic content	0	0	0	0	0	0	0	0
4. English language development for ELs geared to CAHSEE passage	0	0	0	0	0	0	0	0
5. Instruction in test taking skills, individual or group	0	0	0	0	0	0	0	0
6. Academic counseling services, individual or group	0	0	0	0	0	0	0	0
7. Technology-based instruction	0	0	0	0	0	0	0	0
8. Instruction delivered by an outside entity	0	0	0	0	0	0	0	0
9. Other (list) _____	0	0	0	0	0	0	0	0

[X] Confirmation that in compliance with *Ed. Code 37254(d)(3)* we have provided written notices to all eligible students each school term.

10. Number of notices sent in Term 1	0
11. Number of notices sent in Term 2	0
12. Number of notices sent out in any other term	0

2008-09 Consolidated Application
Comment Form

Page Number	CD Code	District Name
Page 47: CAHSEE Annual Report	3768056	Del Mar Union Elementary
		School Code

Comments

Del Mar Union is a K-6 district.

2007-08 CAHSEE Supplemental Counseling Programs Annual Report

California Department of Education **Consolidated Application**

Purpose: To report on the participation and effectiveness of the Middle and High School Supplemental Counseling Program for 2007-08.	**Agency:** Del Mar Union Elementary **CD code:** 3 7 6 8 0 5 6
CDE Contact: Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov	

1. Number of students in grade 7 who received individual counseling	0			
2. Number of students in grades 7 through 12 who received any services from this program	0			
3. Number of school counselors involved in conferences for grades 7 through 12	0			
4. Number of students in grades 10 and 12 who received individual counseling	Individual Counseling		Met CAHSEE Requirement in 2007-08	
	10	12	10	12
	0	0	0	0

5. Does the LEA assure individual pupil conferences will be done in accordance with *Ed. Code 52378(e)?* [X] Yes [ ] No

6. Provide a summary of the most prevalent results for pupils based on the graduation plans developed pursuant to *Ed. Code 52380*

Del Mar Union is a K-6 district. We do work in conjunction with our feeder distict, but we do not enroll any seventh grade students.

2008-09 Consolidated Application Contact Pages

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

	Name	Title	Salutation
Consolidated Application	Katie Shanahan	Coordinator-State & Federal Projects	
	Phone	**FAX**	**E-mail**
	(858) 755-9301 Ext. 3696	(858) 755-4361	kshanahan@dmusd.org
Title I, Part A	Name	Title	Salutation
[X] Contact is N/A	Phone	FAX	E-mail
	( ) - Ext.	( ) -	
Title I Neglected or Delinquent	Name	Title	Salutation
[X] Contact is N/A	Phone	FAX	E-mail
	( ) - Ext.	( ) -	
Parent/Family Involvement	Name	Title	Salutation
	Sheila Weinberg	Director of Pupil Services	
[ ] Contact is N/A	Phone	FAX	E-mail
	(858) 755-9301 Ext. 3694	(858) 481-1076	sweinberg@dmusd.org
Title II, Part A (Teacher Quality)	Name	Title	Salutation
	Katie Shanahan	Coordinator-State & Federal Projects	
[ ] Contact is N/A	Phone	FAX	E-mail
	(858) 755-9301 Ext. 3696	(858) 755-4361	kshanahan@dmusd.org
Title III, Part A (LEP/Immigrant)	Name	Title	Salutation
	Katie Shanahan	Coordinator-State & Federal Projects	
[ ] Contact is N/A	Phone	FAX	E-mail
	(858) 755-9301 Ext. 3696	(858) 755-4361	kshanahan@dmusd.org

2008-09 Consolidated Application Contact Pages

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

	Name	Title	Salutation
Title IV (SDFSC) and TUPE	Katie Shanahan	Coordinator-State & Federal Projects	
☐ Contact is N/A	**Phone**	**FAX**	**E-mail**
	(858) 755-9301 Ext. 3696	(858) 755-4361	kshanahan@dmusd.org
Supplemental Educational Services	Name	Title	Salutation
☒ Contact is N/A	**Phone**	**FAX**	**E-mail**
	( ) - Ext.	( ) -	
Foster Youth Education Liaison	Name	Title	Salutation
	Sheila Weinberg	Director of Pupil Services	
	Phone	**FAX**	**E-mail**
	(858) 755-9301 Ext. 3694	(858) 481-1076	sweinberg@dmusd.org
Homeless Liaison	Name	Title	Salutation
	Sheila Weinberg	Director of Pupil Services	
	Phone	**FAX**	**E-mail**
	(858) 755-9301 Ext. 3694	(858) 481-1076	sweinberg@dmusd.org
Rural Education Achievement Program (REAP)	Name	Title	Salutation
☒ Contact is N/A	**Phone**	**FAX**	**E-mail**
	( ) - Ext.	( ) -	
School Safety & Violence Prevention AB 1113, 1999	Name	Title	Salutation
	Katie Shanahan	Coordinator-State & Federal Projects	
	Phone	**FAX**	**E-mail**
	(858) 755-9301 Ext. 3696	(858) 755-4361	kshanahan@dmusd.org

January 15, 2009

To: Board Members

From: Sharon McClain, Superintendent

Subject: Board Approval, Del Mar Union School District's Uniform Complaint Quarterly Report for October 1 – December 31, 2009

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

Attached for your approval is the 2008/2009 2nd quarterly report prepared for the period of October 1 through December 31, 2009. No complaints have been received for this period.

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

FISCAL IMPACT: None

RECOMMENDED: The Interim Superintendent recommends approval of the Del Mar Union School District's Uniform Complaint Quarterly Report for October 1 – December 31, 2009

*8.1

SDCOE Williams Settlement

Quarterly Complaint Summary
ADD a new summary record

District Number : 68056

Quarter to Add: 2008-09 2nd Qtr Oct-Dec

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

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

Submitted By: Sherry Forte

Title: Executive Assistant to the Superintendent

Add Record

Add Quarter Record

Williams Compliant Summary SDCOE Services

Back to Home Menu

The Complaint Summary Record has been added.

January 15, 2009

To: Board Members

From: Sharon McClain, Superintendent

Subject: 2nd Reading and Approval, 2007/2008 School Accountability Report Cards

School Accountability Report Cards for the 2007/2008 school year are submitted for a 2nd reading and approval at tonight's meeting. Review and approval of School Accountability Report Cards is an annual requirement, which stems from the passage of Proposition 98 in 1988. The accountability report cards provide the public with a way of comparing school programs and achievement within a format of standard topics. Please note that SARCs report data for the prior school year.

The School Accountability Report Cards presented for approval this evening have been amended, other than a couple of grammatical revisions, since the First Reading at the December 2008 Board Meeting. Once approved, they will be posted on the website for parent and community review.

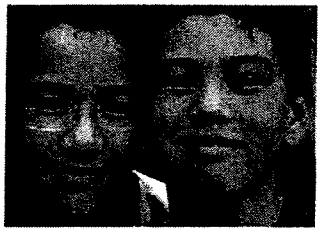
FISCAL IMPACT: None

RECOMMENDED: For information only. No action is required.

*8.2









Ashley Falls School

School Accountability Report Card, 2004–2005

Del Mar Union Elementary School District

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

Ashley Falls School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

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

How to Contact Our District
225 Ninth St.
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Ashley Falls School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

Ashley Falls Elementary 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 537 represents eight different ethnic groups and 18 different languages. The culturally and linguistically diverse setting yields exemplary students who feel welcome and valued.

The Ashley Falls community of educators is united in its 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, and through 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's "Soaring to Success" theme 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 our 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 Program curriculum in art, music, technology, investigative science, and PE. These weekly opportunities provide students with the chance 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 through participation in many events and activities.

Ashley Falls is a dynamic, fun, student-centered place. In the spring of 2008, Ashley Falls was recognized by the state of California as a California Distinguished School. 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.

Shelley Petersen, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
946
County Average: 801
State Average: 776

Student enrollment
537
County Average: 532
State Average: 523

Teachers
30
County Average: 28
State Average: 26

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

Students per computer
6
County Average: 4
State Average: 4

Major Achievements

- Our multifaceted program provides opportunities for students to experience art, music, technology, science, and PE as extensions of the classroom. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the governor's office. In addition to the extended studies curriculum, students have the opportunity to participate in a variety of lunch clubs including Reader's Theater, yoga, Running Club, cheerleading, and Garden Club. Students also participate in academic competitions such as Continental Math League, Science Field Day, WordMasters analogy competition, Johns Hopkins Talent Search, Math 24 Challenge, and the National Geographic Geo Bee. Several students are successful locally and continue on to participate in state or regional competitions.
- We are particularly proud of our ability to develop unique programs to address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. Our focus on developing and maintaining effective professional learning communities is the vehicle by which collaboration occurs and data-based program decisions are made.
- In spring of 2008, Ashley Falls was recognized by the state of California as a California Distinguished School. The application was awarded a perfect score (8) and was the result of a team that included school staff and parents.

Focus for Improvement

The Ashley Falls School Site Council (SSC) and Site Strategic Planning Team met in May of 2008 to determine progress toward meeting Ashley Falls's three overarching school goals. The result of this collaborative process was the development of school goals in the area of school climate and differentiated (customized) learning opportunities that will result in increased student academic achievement.

MEASURES OF PROGRESS

Academic Performance Index

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

Ashley Falls's API was 946 (out of 1000). This is a decline of 3 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 949. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**946**
Growth attained from prior year	**-3**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

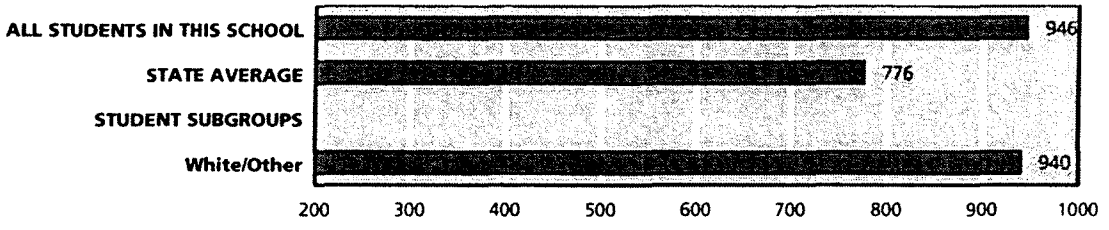
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		89%		88%		88%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		89%		92%		92%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		90%		84%		79%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		89%	100%	**SCHOOLWIDE AVERAGE:** About 42 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

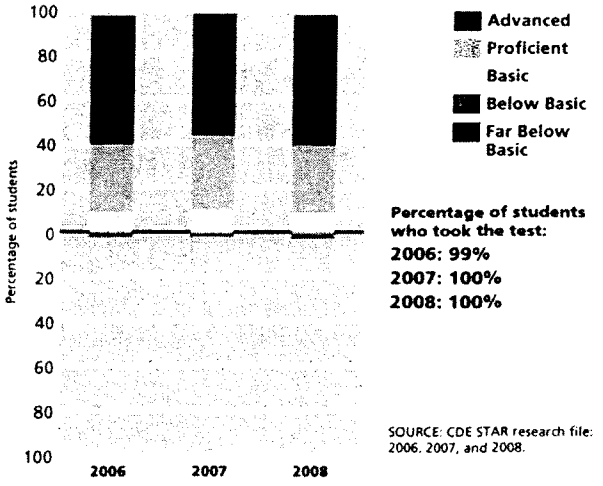
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		86%	211	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		91%	204	
English proficient		89%	399	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	16	
Low income	NO DATA AVAILABLE	N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		89%	414	
Learning disabled		72%	56	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		92%	359	
Asian American		100%	62	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		88%	324	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		89%	100%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

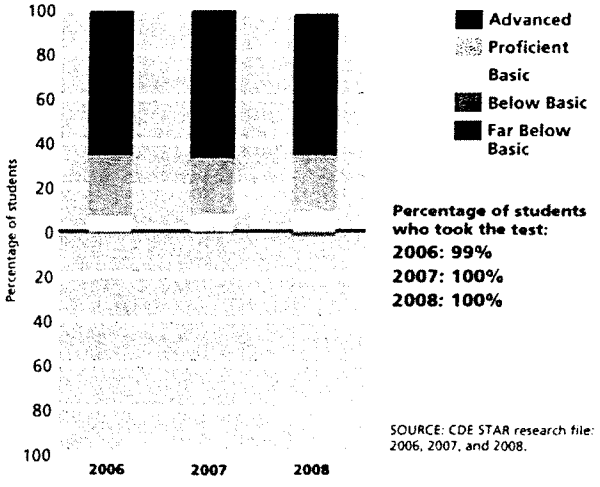
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		87%	211	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		92%	204	
English proficient		89%	399	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	16	
Low income	NO DATA AVAILABLE	N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		89%	414	
Learning disabled		72%	56	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		92%	359	
Asian American		100%	62	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		88%	324	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	100%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

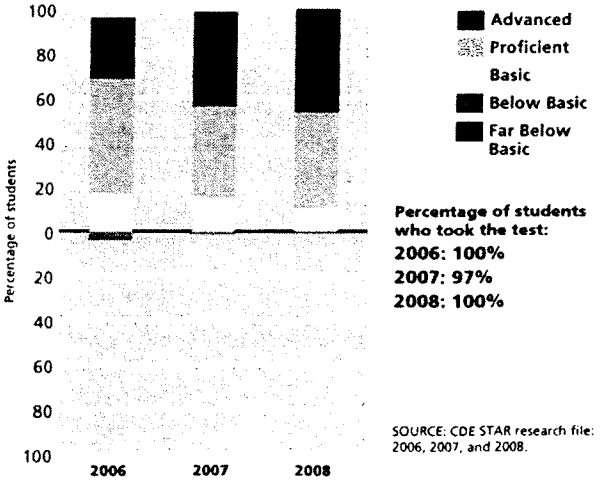
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		94%	53	**GENDER:** About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls		84%	44	
English proficient		89%	93	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	4	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		90%	97	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	15	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		89%	82	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	22	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		91%	65	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	36%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	79%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	43%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	74%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	63%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	83%	62%	56%

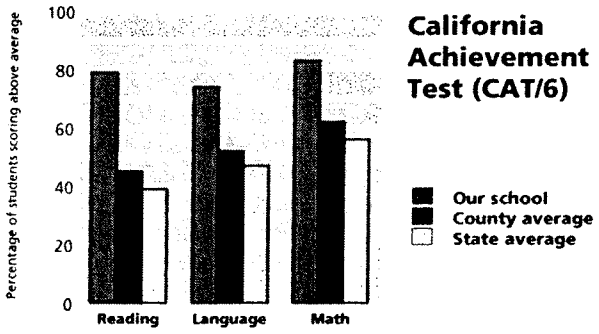
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Ashley Falls, 79 percent of students scored at or above average in reading (compared to 39 percent statewide); 74 percent scored at or above average in language (compared to 47 percent statewide); and 83 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Ashley Falls, 36 percent of students scored at the top in reading (compared to 15 percent statewide); 43 percent scored at the top in language (compared to 19 percent statewide); and 63 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Ashley Falls, 94 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	94%	67%	68%
English Learners	6%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 30 students classified as English Learners. At Ashley Falls, the languages these students most often speak at home are Korean or Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	20%	84%	85%
Vietnamese	3%	3%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	20%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	57%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	18%	11%	11%
Hispanic/Latino	3%	45%	50%
White/European American/ Other	78%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Ashley Falls, none of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	0%	50%	55%
Parents with some college	100%	63%	54%
Parents with college degree	95%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Ashley Falls have attended college, and 95 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 77 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Ashley Falls varies across grade levels from a low of 20 students to a high of 27. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	27	29	28
Fifth grade	25	29	29
Sixth grade	27	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	0	1	6
2006–2007	0	0	6
2005–2006	0	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Ashley Falls School is excellent due to the cooperative efforts of the entire staff. Our principal has 18 years of educational experience, has been in elementary administration for 12 years, and holds a master's degree in Educational Leadership.

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

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	11	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	9%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	59%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	41%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About nine percent of our teachers have fewer than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, 11 years of experience. About 41 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 59 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Ashley Falls hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Ashley Falls holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 91 percent of the faculty at Ashley Falls hold the elementary (multiple-subject) credential. This number is the same as the average for elementary schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 97 computers available for student use, which means that, on average, there is one computer for every six students. There are 35 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	6	4	4
Internet-connected classrooms	35	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 549 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$5,795	$7,061	-18%	$5,300	9%
Restricted funds ($/student)	$179	$1,737	-90%	$2,817	-94%
TOTAL ($/student)	$5,974	$8,798	-32%	$8,117	-26%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$2,241,575	$5,993	$2,247,568	69%
Other staff salaries	$193,938	$4,884	$198,822	6%
Benefits	$521,460	$1,005	$522,465	16%
Books and supplies	$128,899	$53,996	$182,895	6%
Equipment replacement	$0	N/A	N/A	N/A
Services and direct support	$95,487	$32,263	$127,750	4%
TOTAL	$3,181,359	$98,141	$3,279,500	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 29 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$71,426	$72,028	-1%	$62,157	15%
Retirement benefits	$6,325	$6,571	-4%	$6,557	-4%
Health and medical benefits	$7,638	$7,753	-1%	$10,416	-27%
Other benefits	$31	$174	-82%	$453	-93%
TOTAL	$85,421	$86,526	-1%	$79,583	7%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$2,071,354	84%
Retirement benefits	$183,427	7%
Health and medical benefits	$221,513	9%
Other benefits	$910	0%
TOTAL	$2,477,204	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



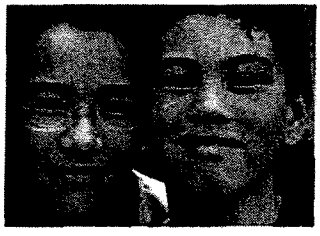
Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Carmel Del Mar School

School Accountability Report Card, 2004-2005

Del Mar Union Elementary School District

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

Carmel Del Mar School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

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

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



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Carmel Del Mar School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

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

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

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

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

David Jones, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
937
County Average: 801
State Average: 776

Student enrollment
462
County Average: 532
State Average: 523

Teachers
28
County Average: 28
State Average: 26

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

Students per computer
7
County Average: 4
State Average: 4

Major Achievements

Carmel Del Mar School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and PE as extensions of the classroom. Each year, we have many students who win awards in the following categories: Science Field Day, Math Field Day, character education, geography, art, and technology.

Focus for Improvement

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

The following goals are part of an ongoing process for improvement:

- Implement a plan for our facilities that optimizes the learning environment for all students.
- Establish a staff development program, including time for planning, collaboration, and training, to support our district goals, grade-level team goals, and schoolwide goal.

MEASURES OF PROGRESS

Academic Performance Index

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

Carmel Del Mar's API was 937 (out of 1000). This is an increase of 12 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 925. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**937**
Growth attained from prior year	**+12**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

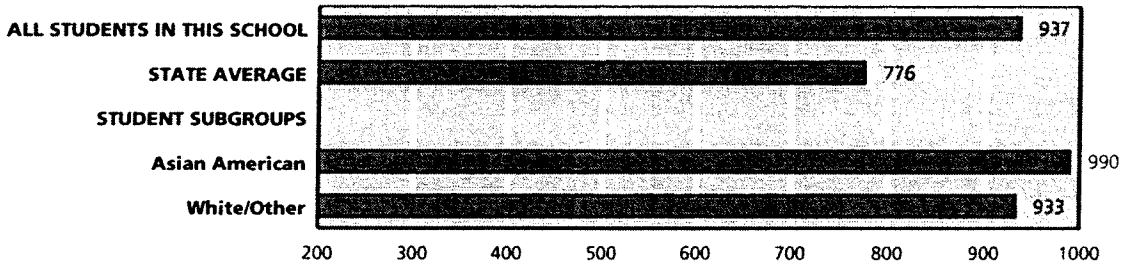
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		84%		81%		82%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		87%		84%		86%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		90%		71%		76%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		84%	96%	**SCHOOLWIDE AVERAGE:** About 37 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

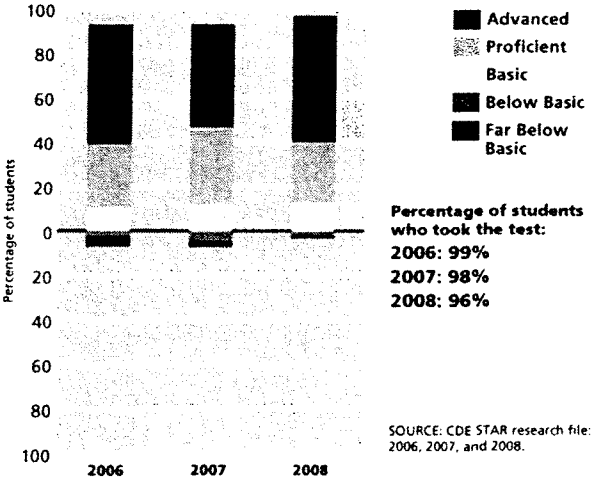
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	171	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced
Girls		85%	161	
English proficient		86%	286	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		52%	45	
Low income	NO DATA AVAILABLE	N/A	17	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		85%	310	
Learning disabled		64%	31	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences
Not learning disabled		86%	301	
Asian American		86%	65	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		85%	232	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		87%	97%	**SCHOOLWIDE AVERAGE:** About 31 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

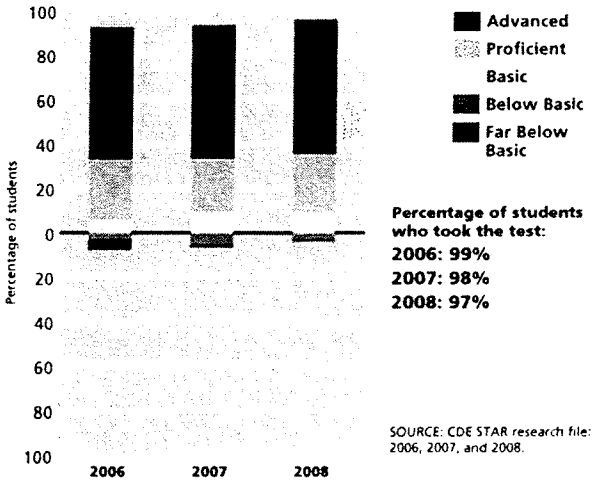
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	172	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		85%	162	
English proficient		87%	286	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		85%	47	
Low income	NO DATA AVAILABLE	N/A	17	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		88%	312	
Learning disabled		73%	33	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		89%	301	
Asian American		97%	67	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		87%	232	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	100%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

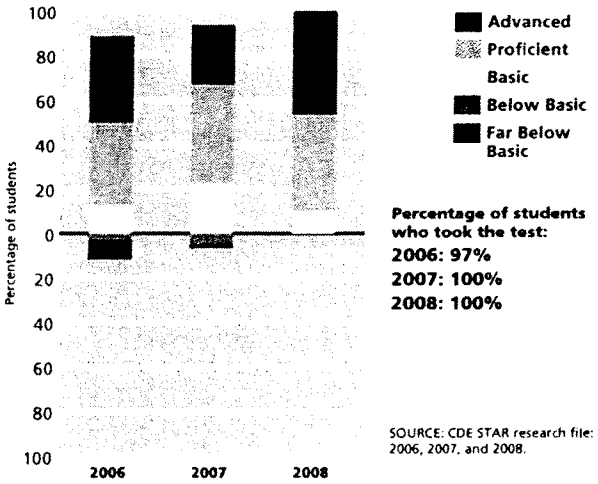
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		88%	34	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced
Girls		91%	35	
English proficient		92%	60	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	9	
Low income	NO DATA AVAILABLE	N/A	3	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		89%	66	
Learning disabled	NO DATA AVAILABLE	N/A	4	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		89%	65	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	14	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		91%	46	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	67%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	38%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	67%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	57%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	79%	62%	56%

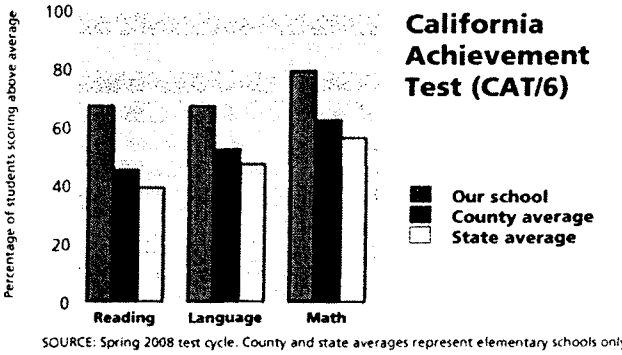
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Carmel Del Mar, 67 percent of students scored at or above average in reading (compared to 39 percent statewide); 67 percent scored at or above average in language (compared to 47 percent statewide); and 79 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Carmel Del Mar, 33 percent of students scored at the top in reading (compared to 15 percent statewide); 38 percent scored at the top in language (compared to 19 percent statewide); and 57 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Carmel Del Mar, 83 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	83%	67%	68%
English Learners	17%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 77 students classified as English Learners. At Carmel Del Mar, the language these students most often speak at home is Korean. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	13%	84%	85%
Vietnamese	0%	3%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	39%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	48%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	23%	11%	11%
Hispanic/Latino	6%	45%	50%
White/European American/ Other	71%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Carmel Del Mar, four percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	50%	55%
Parents with some college	98%	63%	54%
Parents with college degree	92%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 98 percent of the students at Carmel Del Mar have attended college, and 92 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

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

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	19	19	19
Third grade	18	19	20
Fourth grade	27	29	28
Fifth grade	27	29	29
Sixth grade	25	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	1	1	6
2006–2007	0	0	6
2005–2006	0	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had three suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The School Site Council (SSC) is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Carmel Del Mar School is excellent due to the cooperative efforts of the entire staff. Our principal has 15 years of educational experience and holds bachelor's degrees in Elementary Education and Aeronautical Studies, and master's degrees in Elementary Education and Administration.

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

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	7%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	52%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	48%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About seven percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 13 years of experience. About 48 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 52 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Carmel Del Mar hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Carmel Del Mar holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Carmel Del Mar hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 70 computers available for student use, which means that, on average, there is one computer for every seven students. There are 27 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	7	4	4
Internet-connected classrooms	27	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 485 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$6,236	$7,061	-12%	$5,300	18%
Restricted funds ($/student)	$233	$1,737	-87%	$2,817	-92%
TOTAL ($/student)	$6,470	$8,798	-26%	$8,117	-20%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$2,049,729	$1,835	$2,051,564	65%
Other staff salaries	$261,760	$13,248	$275,008	9%
Benefits	$500,553	$2,524	$503,077	16%
Books and supplies	$116,996	$62,516	$179,512	6%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$95,599	$33,067	$128,666	4%
TOTAL	$3,024,637	$113,190	$3,137,827	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 25 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$74,356	$72,028	3%	$62,157	20%
Retirement benefits	$6,513	$6,571	-1%	$6,557	-1%
Health and medical benefits	$7,882	$7,753	2%	$10,416	-24%
Other benefits	$32	$174	-82%	$453	-93%
TOTAL	$88,783	$86,526	3%	$79,583	12%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$1,858,897	84%
Retirement benefits	$162,823	7%
Health and medical benefits	$197,048	9%
Other benefits	$799	0%
TOTAL	$2,219,567	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Del Mar Heights School

School Accountability Report Card 2002-2003

Del Mar Union Elementary School District

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

Del Mar Heights School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

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

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
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Del Mar Heights School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

Welcome to Del Mar Heights School, where we think the world of our children and bring the world to our children's fingertips!

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) and MARE (an in-depth study of oceans, service learning, and global studies), Del Mar Heights students learn empathy and compassion, and develop a commitment to make the world a better place.

Our instructional program is grounded in a 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, PE, and library skills.

At Del Mar Heights, we are also committed to building a community of learners among teachers. Teachers within a grade level work together to design students' learning experiences and 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. I applaud this relationship and observe daily how powerful it can be when everyone works together. By capitalizing on our collective talents, our school flourishes. We invite you to learn more about Del Mar Heights by visiting our Web site at www.dmusd.org/heights.

Our school mission states that the Del Mar Heights Global Village Community fosters academic excellence, creative expression, and social responsibility to empower every child to soar to new heights.

Wendy Wardlow, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
955
County Average: 801
State Average: 776

Student enrollment
435
County Average: 532
State Average: 523

Teachers
26
County Average: 28
State Average: 26

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

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

Major Achievements

- Del Mar Heights School 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 PE 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 used in our technology lab, giving our students the advantage of working with two credentialed teachers.
- 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, and Science Fair. Additionally, at least once in the year, every grade level is featured in a special performance. These performances have included a 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. Our fifth graders travel back into early American times as they assume a historical persona and learn trades that they share with the larger school community during our Colonial Trades Faire. All sixth graders participate in a great Heights's 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 School 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 grader student team placed third in the state in the California Mathematics League.

Focus for Improvement

The Del Mar Heights School Site Council (SSC) and Site Strategic Planning Team meet regularly to monitor progress toward meeting the school's goals. To ensure goals are achieved, all grade levels will do the following:

- Articulate horizontally and vertically to share information and strategies to improve consistency of instruction and to increase continuity between grade levels.
- Collaborate in professional learning community cohorts to analyze data and recommend and implement reteaching strategies to support students who are having difficulties.
- Differentiate (customize) instruction to challenge advanced students and to provide support for struggling students.
- Use technology as an instructional tool.

Our specific mathematics goals include the following:

- Using common problem-solving strategies and protocols in all classes within and across grade levels.
- Explicitly teaching mathematical vocabulary.

Our specific reading goals include the following:

- Emphasizing reading comprehension strategies at all grade levels.
- Teaching reading strategies to students in upper grades to support comprehension of expository text, including social studies and science texts.
- Participating in vocabulary development and fluency exercises in all classes.

Our specific writing goals include the following:

- Using common writing strategies in all classes, including those from Six Traits of Writing and Step Up to Writing.
- Developing and tri-annually administering, scoring, and analyzing writing prompts aligned with state standards in grade-level teams.

MEASURES OF PROGRESS

Academic Performance Index

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

Del Mar Heights's API was 955 (out of 1000). This is a decline of 9 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**955**
Growth attained from prior year	**-9**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

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

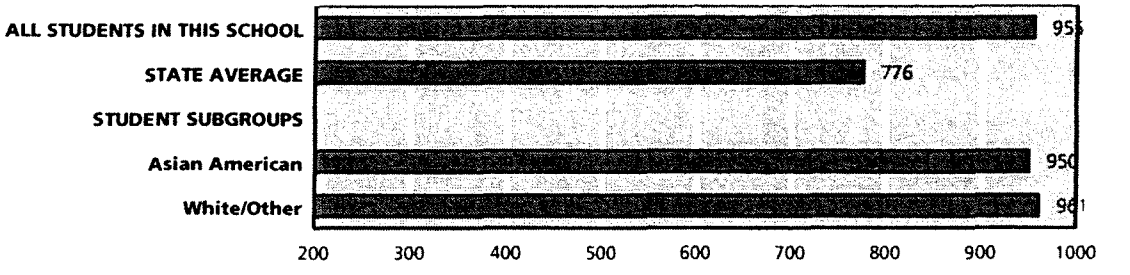
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 964. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

We met all 15 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Students with disabilities	●	—	●	—
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		90%		91%		84%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		92%		92%		90%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		85%		97%		76%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES — HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	97%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

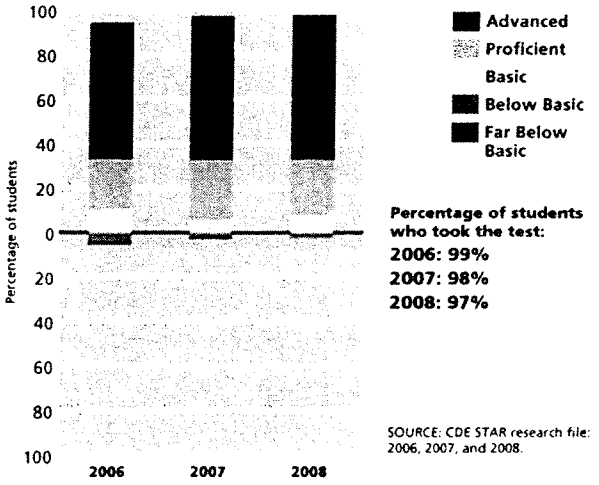
GROUP	LOW SCORES — HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	161	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		90%	141	
English proficient		91%	290	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	12	
Low income	NO DATA AVAILABLE	N/A	10	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		91%	292	
Learning disabled		63%	46	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		93%	256	
Asian American		90%	61	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		91%	211	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		92%	97%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

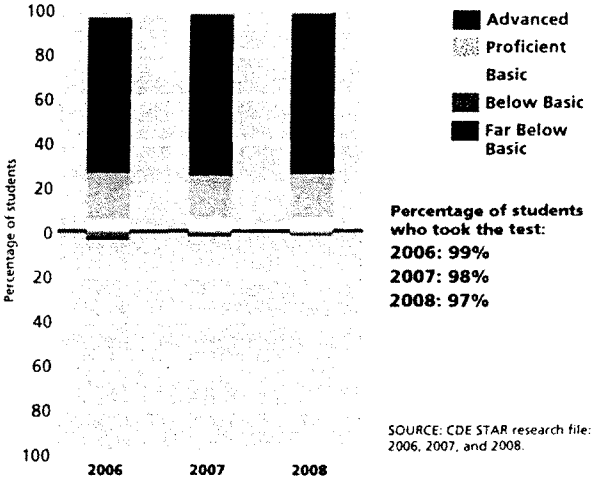
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		91%	161	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced
Girls		92%	141	
English proficient		92%	290	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	12	
Low income	NO DATA AVAILABLE	N/A	10	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		93%	292	
Learning disabled		69%	46	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences
Not learning disabled		95%	256	
Asian American		92%	61	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report
White/Other		92%	211	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		85%	93%	**SCHOOLWIDE AVERAGE:** About 38 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

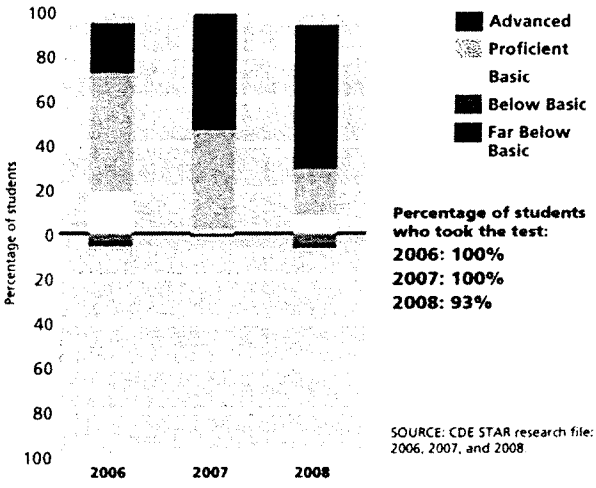
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	25	**GENDER:** The number of boys who took this test is too small to be counted in this analysis
Girls		81%	37	
English proficient		87%	60	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	2	
Low income	NO DATA AVAILABLE	N/A	3	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		90%	59	
Learning disabled	NO DATA AVAILABLE	N/A	8	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		91%	54	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	15	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		90%	42	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	39%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	53%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	86%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	66%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	86%	62%	56%

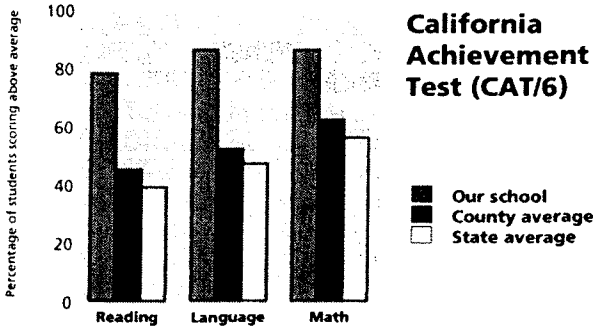
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Del Mar Heights, 78 percent of students scored at or above average in reading (compared to 39 percent statewide); 86 percent scored at or above average in language (compared to 47 percent statewide); and 86 percent scored at or above average in math (compared to 56 percent statewide). The subjects with the most students scoring at or above average were language and math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Del Mar Heights, 39 percent of students scored at the top in reading (compared to 15 percent statewide); 53 percent scored at the top in language (compared to 19 percent statewide); and 66 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Del Mar Heights, 94 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	94%	67%	68%
English Learners	6%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 26 students classified as English Learners. At Del Mar Heights, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	23%	84%	85%
Vietnamese	0%	3%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	19%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	58%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	7%	7%
Asian American/ Pacific Islander	20%	11%	11%
Hispanic/Latino	6%	45%	50%
White/European American/ Other	71%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Del Mar Heights, four percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	4%	50%	55%
Parents with some college	98%	63%	54%
Parents with college degree	94%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 98 percent of the students at Del Mar Heights have attended college, and 94 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Del Mar Heights varies across grade levels from a low of 19 students to a high of 27. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	27	29	28
Fifth grade	25	29	29
Sixth grade	27	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	1	1	6
2006–2007	2	0	6
2005–2006	2	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had three suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

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

Shared decision making is the norm at Del Mar Heights. We have weekly staff or professional learning community team meetings, along with bimonthly instructional aide staff meetings. The SSC, composed of equal representation of parents and staff, meets regularly. Our active PTA is a linchpin of support for 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, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	4%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	61%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	39%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About four percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 39 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 61 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Del Mar Heights hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Del Mar Heights holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 93 percent of the faculty at Del Mar Heights hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 101 computers available for student use, which means that, on average, there is one computer for every four students. There are 36 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	36	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 438 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$6,626	$7,061	-6%	$5,300	25%
Restricted funds ($/student)	$248	$1,737	-86%	$2,817	-91%
TOTAL ($/student)	$6,874	$8,798	-22%	$8,117	-15%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$1,953,060	$9,045	$1,962,105	65%
Other staff salaries	$258,804	$18,813	$277,617	9%
Benefits	$480,923	$5,744	$486,667	16%
Books and supplies	$108,105	$45,203	$153,308	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$101,214	$30,031	$131,245	4%
TOTAL	$2,902,106	$108,836	$3,010,942	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 23 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$77,304	$72,028	7%	$62,157	24%
Retirement benefits	$6,958	$6,571	6%	$6,557	6%
Health and medical benefits	$8,669	$7,753	12%	$10,416	-17%
Other benefits	$39	$174	-78%	$453	-91%
TOTAL	$92,970	$86,526	7%	$79,583	17%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$1,777,993	83%
Retirement benefits	$160,025	7%
Health and medical benefits	$199,378	9%
Other benefits	$907	0%
TOTAL	$2,138,303	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2007-2008

Del Mar Union Elementary School District

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

Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

How to Contact Our School
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Del Mar, CA 92014
Principal: Laurie Francis
Phone: (858) 755-9763

How to Contact Our District
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Del Mar Hills Academy of Arts and Sciences

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

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

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

We are so proud of our 33-year tradition of educational excellence. Our staff is second to none and our parents are irreplaceable. Our science, art, music, and three technology labs are state of the art. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

Laurie Francis, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
915
County Average: 801
State Average: 776

Student enrollment
375
County Average: 532
State Average: 523

Teachers
24
County Average: 28
State Average: 26

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

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

Major Achievements

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

Focus for Improvement

Del Mar Hills 2007–2008 Strategic Planning Goals are as follows:

- Continue with the implementation of PLCs and data-driven instruction.
- Expand individualized/small-group instruction through push-in, co-teaching, Academic Learning Programs (ALPs), and specialist programs.
- Continue to implement differentiated curriculum via open-ended, hands-on, project-based, integrated unit development.
- Continue the development and implementation of thematic units enhanced by the SMART components.
- Expand and strengthen our schoolwide PeaceBuilders program, a state-approved program to enhance and build positive school climate.

MEASURES OF PROGRESS

Academic Performance Index

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

Del Mar Hills's API was 915 (out of 1000). This is a decline of 6 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**915**
Growth attained from prior year	**-6**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

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

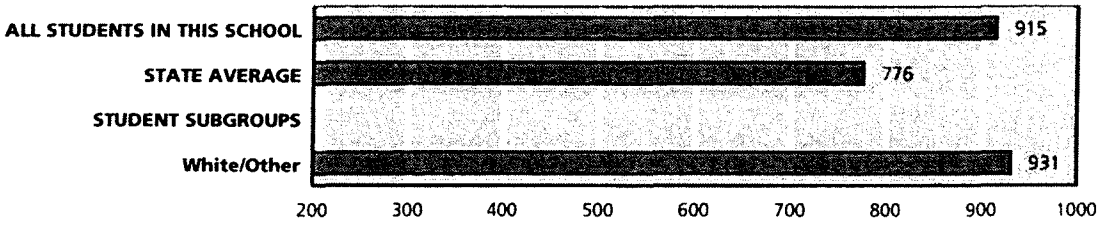
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 921. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		77%		80%		79%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		84%		82%		82%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		91%		79%		59%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		77%	100%	**SCHOOLWIDE AVERAGE:** About 30 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

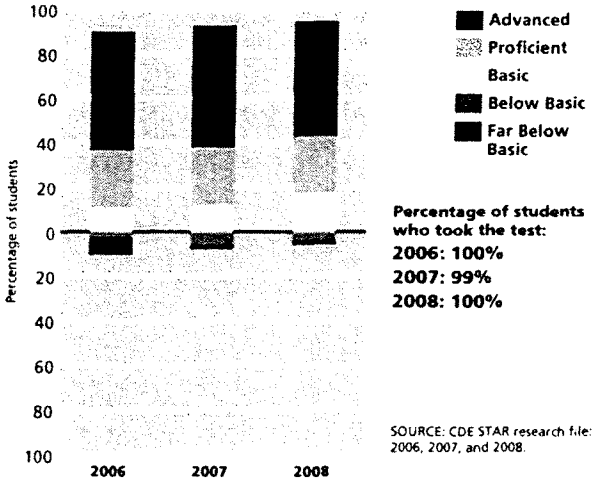
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		76%	155	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		78%	118	
English proficient		80%	248	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	25	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	21	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income		80%	252	
Learning disabled	NO DATA AVAILABLE	N/A	20	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		79%	253	
Asian American		55%	37	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	29	
White/Other		83%	202	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		84%	99%	**SCHOOLWIDE AVERAGE:** About 28 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

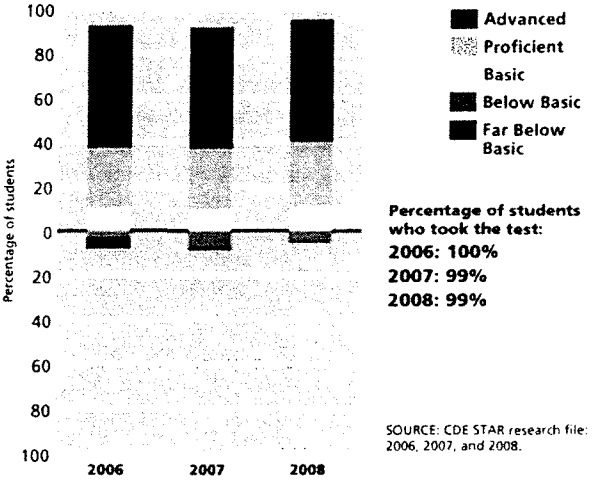
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	155	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced
Girls		86%	117	
English proficient		86%	247	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	25	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	21	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income		86%	251	
Learning disabled	NO DATA AVAILABLE	N/A	19	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		84%	253	
Asian American		82%	37	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	29	
White/Other		88%	201	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		91%	100%	**SCHOOLWIDE AVERAGE:** About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

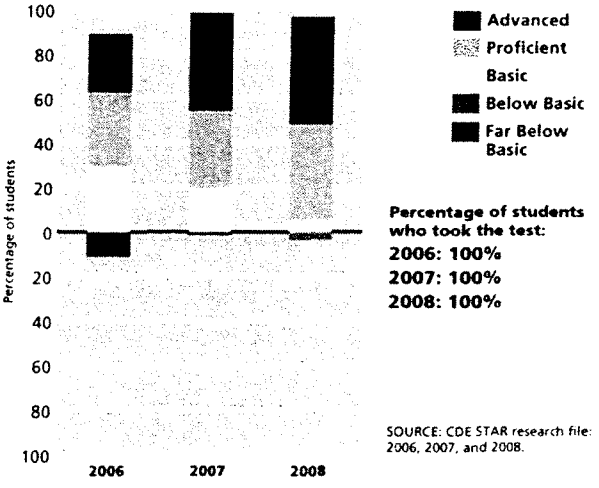
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		87%	30	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	26	
English proficient		91%	56	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		91%	56	
Learning disabled	NO DATA AVAILABLE	N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		90%	50	
White/Other		94%	49	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	54%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	57%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	87%	62%	56%

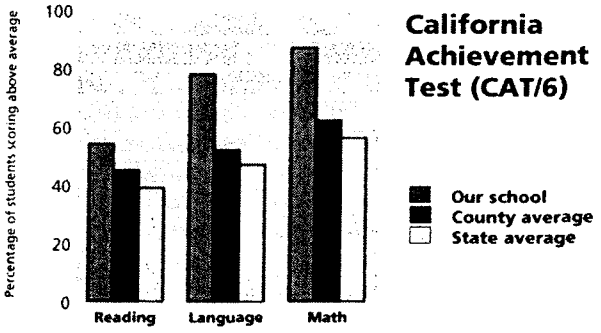
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Del Mar Hills, 54 percent of students scored at or above average in reading (compared to 39 percent statewide); 78 percent scored at or above average in language (compared to 47 percent statewide); and 87 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Del Mar Hills, 33 percent of students scored at the top in reading (compared to 15 percent statewide); 33 percent scored at the top in language (compared to 19 percent statewide); and 57 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at midyear, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the ALP that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Del Mar Hills, 90 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	90%	67%	68%
English Learners	10%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 38 students classified as English Learners. At Del Mar Hills, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	55%	84%	85%
Vietnamese	3%	3%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	11%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	31%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/ Pacific Islander	13%	11%	11%
Hispanic/Latino	13%	45%	50%
White/European American/ Other	72%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Del Mar Hills, ten percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	10%	50%	55%
Parents with some college	95%	63%	54%
Parents with college degree	84%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 95 percent of the students at Del Mar Hills have attended college, and 84 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

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

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	18	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	27	29	28
Fifth grade	24	29	29
Sixth grade	25	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	0	1	6
2006–2007	0	0	6
2005–2006	1	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Del Mar Hills Academy is excellent due to the cooperative efforts of the entire staff. Staff and teacher-teams meet weekly for shared decision making; instructional aide staff and the School Site Council (SSC) meet quarterly. Our SSC, along with our entire teaching staff, study assessment data. At the end of the school year, the SSC reviews the results of this yearlong study and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year.

Del Mar Hills has a detailed Site Strategic Plan that is updated annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. PLC teams continually analyze student work/data to develop and align curriculum based on student need.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	8%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	44%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	56%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

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

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Del Mar Hills hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Del Mar Hills holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 92 percent of the faculty at Del Mar Hills hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 118 computers available for student use, which means that, on average, there is one computer for every three students. There are 28 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	28	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 394 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$6,257	$7,061	-11%	$5,300	18%
Restricted funds ($/student)	$256	$1,737	-85%	$2,817	-91%
TOTAL ($/student)	$6,513	$8,798	-26%	$8,117	-20%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$1,654,153	$5,771	$1,659,924	65%
Other staff salaries	$215,581	$13,337	$228,918	9%
Benefits	$411,538	$2,988	$414,526	16%
Books and supplies	$96,201	$44,296	$140,497	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$87,809	$34,579	$122,388	5%
TOTAL	$2,465,282	$100,971	$2,566,253	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 23 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$65,418	$72,028	-9%	$62,157	5%
Retirement benefits	$5,894	$6,571	-10%	$6,557	-10%
Health and medical benefits	$7,048	$7,753	-9%	$10,416	-32%
Other benefits	$40	$174	-77%	$453	-91%
TOTAL	$78,399	$86,526	-9%	$79,583	-1%

SOURCE: Information provided by the school district

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$1,504,607	83%
Retirement benefits	$135,554	8%
Health and medical benefits	$162,102	9%
Other benefits	$910	0%
TOTAL	$1,803,173	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Ocean Air School

School Accountability Report Card 2007-2008

Del Mar Union Elementary School District

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

Ocean Air School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

How to Contact Our School
11444 Canter Heights Dr.
San Diego, CA 92130
Principal: Gary L. Wilson
Phone: (858) 481-4040

How to Contact Our District
225 Ninth St.
Del Mar, CA 92014
Phone: (858) 755-9301
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Ocean Air School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

Ocean Air Elementary School is committed to providing a nurturing, inspiring, and rigorous educational program for all students who enter our doors. This not only includes a challenging academic program, but also the development of strong self-esteem, an appreciation of the fine arts, a keen interest in science, and an understanding of technology as an important tool for learning. Through the combined efforts of parents, teachers, staff, and the Ocean Air community, every child can experience academic and social success and realize their full potential.

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

It is through a cooperative effort of students, parents, and staff that Ocean Air Elementary School will continue to soar to success! To learn more about our school, please visit our Web site at www.dmusd.org/oceanair or call our office at (858) 481-4040. Ocean Air Elementary School: "There's no better place to learn."

Gary L. Wilson, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
956
County Average: 801
State Average: 776

Student enrollment
534
County Average: 532
State Average: 523

Teachers
31
County Average: 28
State Average: 26

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

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

Major Achievements

- Our multifaceted program provides opportunities for students to experience art, music, technology, drama, science, and PE as extensions of the classroom. Our Extended Studies Program is recognized as exemplary and recommended throughout the state as a model program. In addition to the extended-studies curriculum, students have the opportunity to participate in a variety of lunch clubs, including Reader's Theater, Drama Club, yoga, Running Club, Student Council, Green Team, Future Problem Solvers, science clubs, art clubs, band, chorus, and garden clubs.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. Our focus on developing and maintaining effective professional learning communities is the vehicle by which collaboration occurs and data-based program decisions are made.
- Through our School Site Council (SSC), Principal's Council, PTA, and Wednesday professional learning communities' grade-level meetings, we are able to identify programs and interventions to help our students improve and prosper. There are outstanding collaboration efforts being made each week by these groups, with the focus oriented on improving academic performance and social skills, and addressing development needs for all students.
- Our Everyone a Reader program is a model throughout the San Diego County area, and we received a Diamond Award from the San Diego County Schools for our literacy programs offered to kindergarten through third grade students. Through our many parent volunteers and our collection of guided reading materials, our school helped improve the reading fluency of all students this year.
- Our Academic Learning Program (ALP) serves at-risk students in grades two through six who have scored Basic, Below Basic, or Far Below Basic on the previous year's state tests. We target these students to receive extra learning opportunities by pulled them out of regular classes once or twice a week to receive small-group instruction in language arts and math. Reinforcement of their skills and test taking-strategies assist them in building future success and higher self-esteem. Our ALP teacher is a credentialed professional and works in our school each day from October through May.

Focus for Improvement

The Ocean Air Elementary SSC and Site Strategic Planning Team met in May of 2008 to determine progress toward meeting Ocean Air's three overarching school goals. Those goals included the following:

- Provide a nurturing and welcoming environment for all students, blending and developing our new Ocean Air community.
- Develop and improve our PeaceBuilders program to help blend our new student population, providing a safe, positive, and productive school climate.
- Build a new team of teachers and staff to model and practice the professional learning community themes, using a variety of data-driven decisions to enhance student learning.

Next year we will focus on the following long-range goals for our school:

- Provide an improved and enhanced program using the PeaceBuilders program.
- Enhance and improve the writing process across grade levels and throughout the school.
- Continue to improve on our test scores, assessments, and collaboration through expanded work with the professional learning community's philosophy, expanding student data-driven results.

MEASURES OF PROGRESS

Academic Performance Index

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

Ocean Air's API was 956 (out of 1000). All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

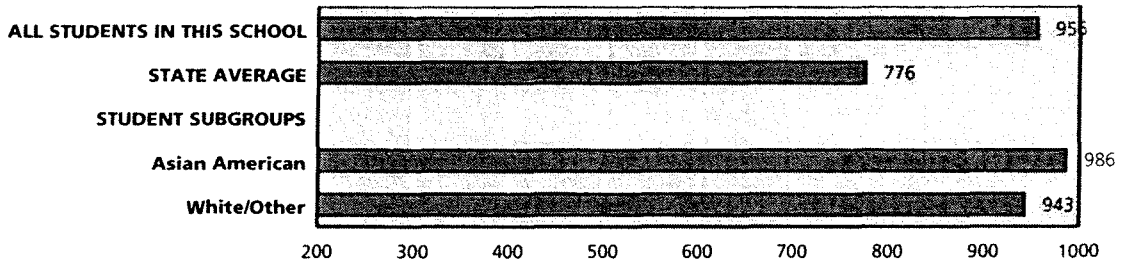
CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	956
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A
Underperforming school	No

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

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

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

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		90%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		89%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		89%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		90%	100%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

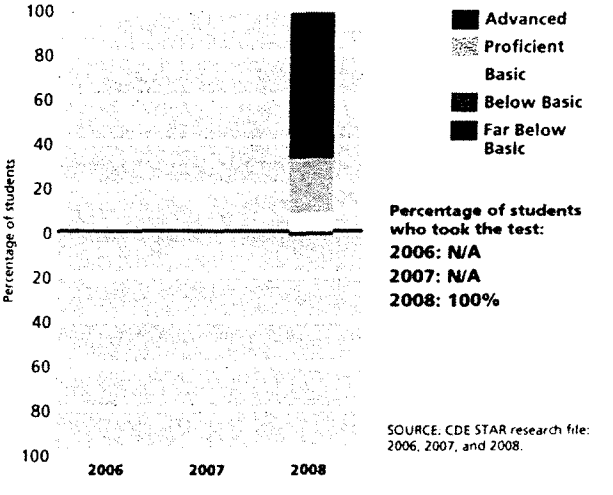
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		88%	194	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced
Girls		93%	176	
English proficient		93%	338	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	32	
Low income	NO DATA AVAILABLE	N/A	7	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		91%	363	
Learning disabled	NO DATA AVAILABLE	N/A	34	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		94%	336	
Asian American		93%	149	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report
White/Other		90%	190	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		89%	100%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

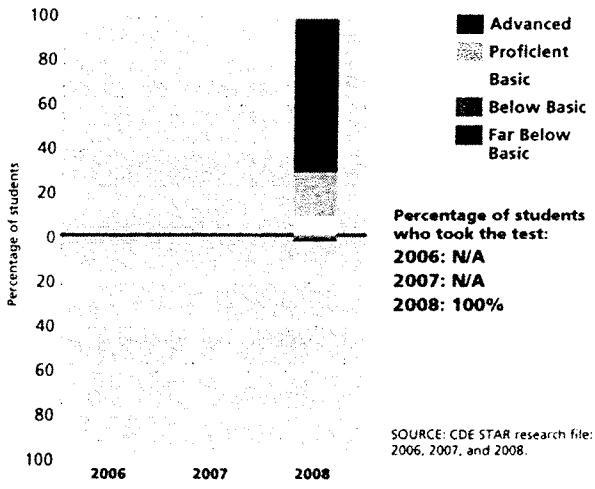
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		87%	194	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		90%	176	
English proficient		89%	338	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	32	
Low income	NO DATA AVAILABLE	N/A	7	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		89%	363	
Learning disabled	NO DATA AVAILABLE	N/A	34	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		92%	336	
Asian American		97%	149	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		84%	190	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		89%	100%	**SCHOOLWIDE AVERAGE:** About 42 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

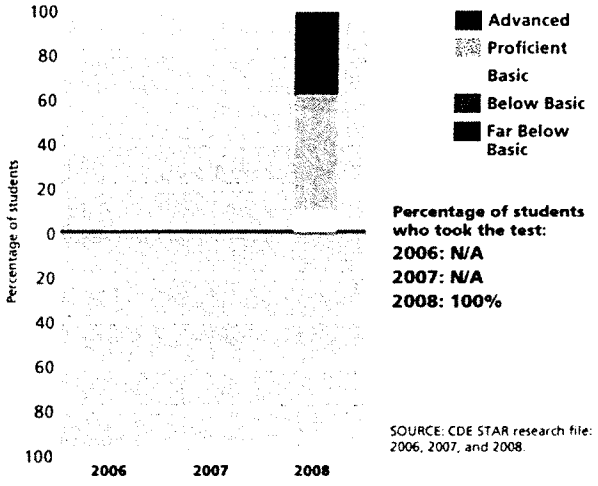
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		81%	42	**GENDER:** About 16 percent more girls than boys at our school scored Proficient or Advanced.
Girls		97%	39	
English proficient		92%	74	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	7	
Low income	NO DATA AVAILABLE	N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		90%	80	
Learning disabled	NO DATA AVAILABLE	N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		92%	75	
Asian American		97%	30	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		91%	43	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	44%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	59%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	86%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	85%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	93%	62%	56%

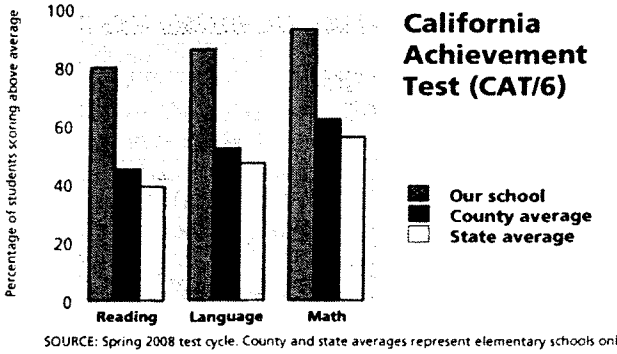
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Ocean Air, 80 percent of students scored at or above average in reading (compared to 39 percent statewide); 86 percent scored at or above average in language (compared to 47 percent statewide); and 93 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Ocean Air, 44 percent of students scored at the top in reading (compared to 15 percent statewide); 59 percent scored at the top in language (compared to 19 percent statewide); and 85 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Ocean Air, 88 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	88%	67%	68%
English Learners	12%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 66 students classified as English Learners. At Ocean Air, the language these students most often speak at home is Mandarin (Putonghua). In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	12%	84%	85%
Vietnamese	12%	3%	3%
Cantonese	2%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	17%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	57%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

Most students at Ocean Air identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/ Pacific Islander	38%	11%	11%
Hispanic/Latino	4%	45%	50%
White/European American/ Other	56%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Ocean Air, two percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	2%	50%	55%
Parents with some college	99%	63%	54%
Parents with college degree	94%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 99 percent of the students at Ocean Air have attended college, and 94 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 69 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Ocean Air varies across grade levels from a low of 19 students to a high of 26. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	N/A	1	6
2006–2007	N/A	0	6
2005–2006	N/A	0	5
Expulsions per 100 students			
2007–2008	N/A	0	0
2006–2007	N/A	0	0
2005–2006	N/A	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Ocean Air Elementary School is outstanding due to the cooperative efforts of the entire staff. Principal Wilson has 34 years of educational experience, ten years as a classroom teacher, and 24 years as an elementary and middle school administrator. He holds a BA in music education, a lifetime multiple-subject credential, and a master's degree in education administration. Mr. Wilson is a professional musician, and he shares his love of music through leading sing-a-longs at assemblies, holding special events, and singing yearly at the San Diego Padres Baseball Games. Every year we celebrate Del Mar Schools' "San Diego Padre Night."

Shared decision making takes place through the work of several site leadership teams. The SSC, which is composed of staff and parents, meets at least six times each year. The SSC establishes the budget in accordance with the School Site Plan and approves expenditures. The Site Strategic Planning Team is composed of staff and parents and meets annually with the SSC to review, update, and establish new school goals. The site staff leadership team (Principal's Council) meets every month to discuss school issues and make decisions regarding school improvement. This group acts as a liaison between administration and grade-level teams. Our active and involved PTA supports many schoolwide events throughout the year to celebrate student achievement, including our Book Fair, Story Teller evening, used-book fair, family nights, and the Author's Tea. We have over 300 parent memberships in our PTA this year.

Our Special Education Team, composed of a resource specialist, speech pathologist, psychologist, and the principal, meet on a weekly basis to review student progress and access how to better meet the needs of those students at risk, those with Individualized Education Programs (IEPs), and those who are referred to the Student Study Team.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	9%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	35%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	65%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

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

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Ocean Air hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Ocean Air holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 94 percent of the faculty at Ocean Air hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	N/A
2006–2007	N/A
2005–2006	N/A

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 64 computers available for student use, which means that, on average, there is one computer for every eight students. There are 38 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	4	4
Internet-connected classrooms	38	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	N/A	$7,061	N/A	$5,300	N/A
Restricted funds ($/student)	N/A	$1,737	N/A	$2,817	N/A
TOTAL ($/student)	N/A	$8,798	N/A	$8,117	N/A

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	N/A	N/A	N/A	N/A
Other staff salaries	N/A	N/A	N/A	N/A
Benefits	N/A	N/A	N/A	N/A
Books and supplies	N/A	N/A	N/A	N/A
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	N/A	N/A	N/A	N/A
TOTAL	$0	$0	$0	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	N/A	$72,028	N/A	$62,157	N/A
Retirement benefits	N/A	$6,571	N/A	$6,557	N/A
Health and medical benefits	N/A	$7,753	N/A	$10,416	N/A
Other benefits	N/A	$174	N/A	$453	N/A
TOTAL	N/A	$86,526	N/A	$79,583	N/A

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	N/A	N/A
Retirement benefits	N/A	N/A
Health and medical benefits	N/A	N/A
Other benefits	N/A	N/A
TOTAL	$0	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



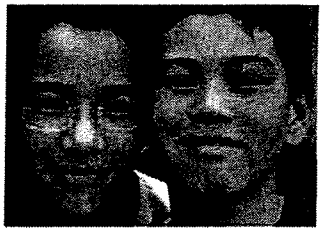
Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Sage Canyon School

School Accountability Report Card, 2007–2008

Del Mar Union Elementary School District

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

Sage Canyon School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

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

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



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Sage Canyon School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

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

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

Peg LaRose, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
968
County Average: 801
State Average: 776

Student enrollment
741
County Average: 532
State Average: 523

Teachers
41
County Average: 28
State Average: 26

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

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

Major Achievements

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

Focus for Improvement

- Continue the implementation of professional learning community philosophies and practices into the culture of Sage Canyon School as a means of maximizing the learning and achievement of all students.
- Use technology as a meaningful tool for supporting and integrating the curriculum.

MEASURES OF PROGRESS

Academic Performance Index

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

Sage Canyon's API was 968 (out of 1000). This is an increase of 1 point compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	968
Growth attained from prior year	+1
Met subgroup* growth targets	Yes
Underperforming school	No

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

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

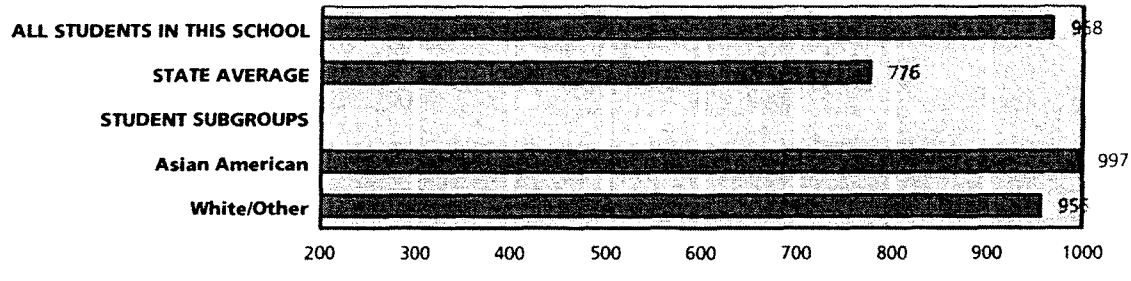
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 967. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		92%		90%		91%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		93%		95%		94%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		93%		93%		84%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		92%	99%	**SCHOOLWIDE AVERAGE:** About 45 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

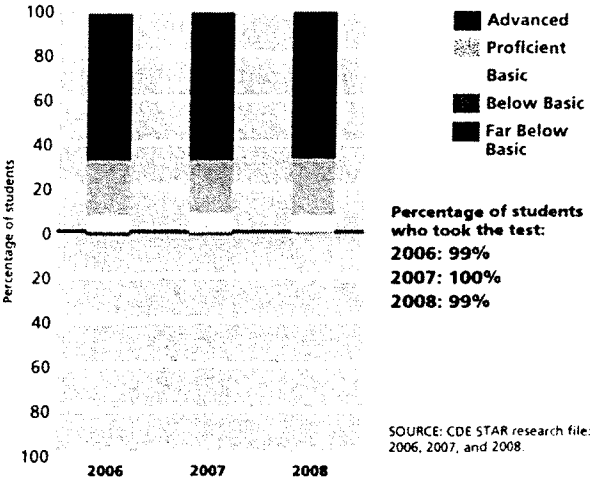
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	248	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		94%	293	
English proficient		92%	523	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	18	
Low income	NO DATA AVAILABLE	N/A	5	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		92%	536	
Learning disabled		75%	47	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		94%	494	
Asian American		99%	121	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		89%	383	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		93%	100%	**SCHOOLWIDE AVERAGE:** About 37 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

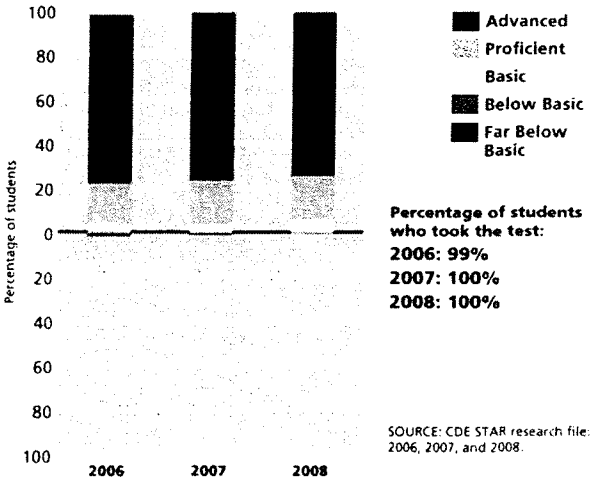
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		93%	250	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		94%	295	
English proficient		94%	526	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	19	
Low income	NO DATA AVAILABLE	N/A	5	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		94%	540	
Learning disabled		76%	50	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		95%	495	
Asian American		98%	121	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		92%	387	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			93%	100%	**SCHOOLWIDE AVERAGE:** About 46 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	96%	

Subgroup Test Scores

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

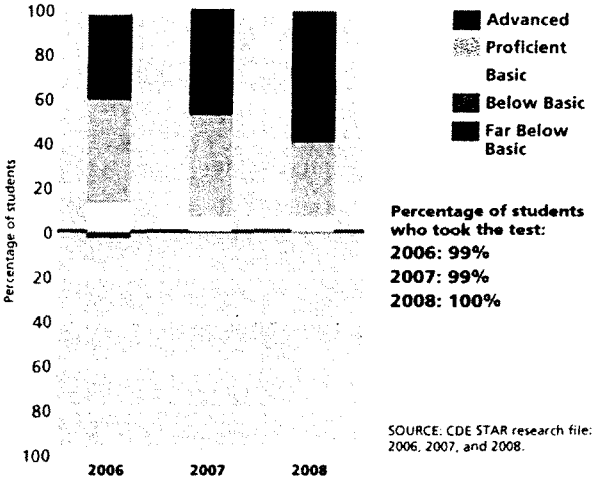
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			94%	47	**GENDER:** About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			92%	60	
English proficient			92%	106	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			92%	106	
Learning disabled	NO DATA AVAILABLE		N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			93%	101	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	25	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			89%	75	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	43%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	82%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	52%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	82%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	79%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	92%	62%	56%

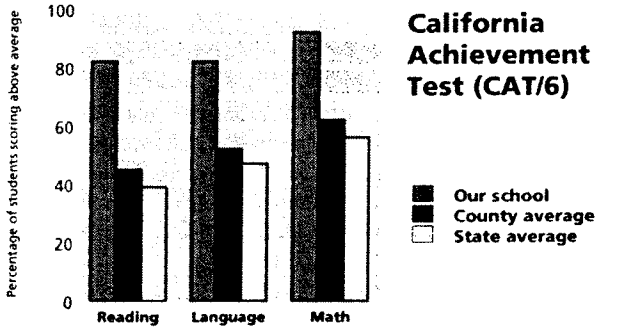
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sage Canyon, 82 percent of students scored at or above average in reading (compared to 39 percent statewide); 82 percent scored at or above average in language (compared to 47 percent statewide); and 92 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Sage Canyon, 43 percent of students scored at the top in reading (compared to 15 percent statewide); 52 percent scored at the top in language (compared to 19 percent statewide); and 79 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Sage Canyon, 93 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	93%	67%	68%
English Learners	7%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 53 students classified as English Learners. At Sage Canyon, the language these students most often speak at home is Mandarin (Putonghua). In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	11%	84%	85%
Vietnamese	6%	3%	3%
Cantonese	6%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	3%	1%
Korean	6%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	71%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	7%	7%
Asian American/ Pacific Islander	22%	11%	11%
Hispanic/Latino	4%	45%	50%
White/European American/ Other	73%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Sage Canyon, one percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	1%	50%	55%
Parents with some college	100%	63%	54%
Parents with college degree	97%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of all of the students at Sage Canyon have attended college, and 97 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Sage Canyon varies across grade levels from a low of 19 students to a high of 27. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	20	20
First grade	20	19	19
Second grade	19	19	19
Third grade	20	19	20
Fourth grade	25	29	28
Fifth grade	27	29	29
Sixth grade	27	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	0	1	6
2006–2007	0	0	6
2005–2006	0	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Sage Canyon School is excellent due to the cooperative efforts of the entire staff. Our principal has 26 years of educational experience and holds a doctorate in education.

Shared decision-making takes place through collaborative staff and teacher-team meetings, along with SSC meetings. We update our detailed Vision for Excellence Single Site Plan annually. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. In the school's most recent state review for legal compliance, our school was rated in full compliance and awarded six commendations.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	7%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	56%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	44%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

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

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Sage Canyon hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sage Canyon holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 98 percent of the faculty at Sage Canyon hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 179 computers available for student use, which means that, on average, there is one computer for every four students. There are 42 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	42	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 748 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$5,422	$7,061	-23%	$5,300	2%
Restricted funds ($/student)	$141	$1,737	-92%	$2,817	-95%
TOTAL ($/student)	$5,563	$8,798	-37%	$8,117	-31%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$2,861,504	$5,130	$2,866,634	69%
Other staff salaries	$254,802	$6,392	$261,194	6%
Benefits	$686,537	$1,630	$688,167	17%
Books and supplies	$141,286	$59,989	$201,275	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$111,635	$32,247	$143,882	3%
TOTAL	$4,055,764	$105,388	$4,161,152	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 39 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$66,852	$72,028	-7%	$62,157	8%
Retirement benefits	$6,028	$6,571	-8%	$6,557	-8%
Health and medical benefits	$7,341	$7,753	-5%	$10,416	-30%
Other benefits	$34	$174	-80%	$453	-92%
TOTAL	$80,255	$86,526	-7%	$79,583	1%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$2,607,218	83%
Retirement benefits	$235,108	8%
Health and medical benefits	$286,309	9%
Other benefits	$1,321	0%
TOTAL	$3,129,956	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



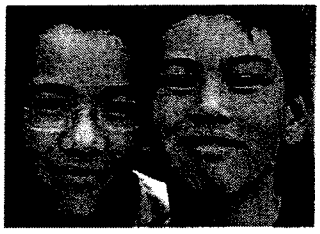
Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Sycamore Ridge School

School Accountability Report Card, 2007-2008

Del Mar Union Elementary School District

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

Sycamore Ridge School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

How to Contact Our School
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San Diego, CA 92130
Principal: Emily Disney
Phone: (858) 755-1060

How to Contact Our District
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Sycamore Ridge School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

Welcome to our "Stallion" Family and Sycamore Ridge School!

In November of 1988, California voters passed Proposition 98, an initiative that resulted in the development of the School Accountability Report Card (SARC). The SARC, to be issued annually by local boards from each elementary and secondary school in the state, provides parents and other interested persons with a variety of information about our school, its resources, its successes, and the areas in which improvements are desired. Multiple items relating to the quality of this school's instructional program are assessed in this SARC.

As you read our Sycamore Ridge School (SRS) report card, I believe you will find evidence of:

A learning environment with a strong commitment to academic excellence and the education of the total child.

A staff dedicated to meeting the academic needs of students through data analysis and collaboration.

A student body that is motivated to perform well and achieve at all levels through enrichment, extension activities, differentiation, and extracurricular school involvement.

Our multifaceted 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!

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 to 16 other students in every grade level, simulating an extended family. Without our Sycamore Ridge Families, we would not be where we are today!

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
928
County Average: 801
State Average: 776

Student enrollment
377
County Average: 532
State Average: 523

Teachers
23
County Average: 28
State Average: 26

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

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

To learn more about our school, log on to our school Web page at www.dmusd.org/sycamore/ or call the school office to make an appointment for a tour. We love showing off our beautiful state-of-the-art facility.

Emily Disney, PRINCIPAL

Major Achievements

- To meet the requirements of No Child Left Behind, DMUSD and Sycamore Ridge School have developed an Academic Learning Program (ALP) to help students who need extra academic support. The ALP is designed as an alternative tutorial program to the traditional 30-day summer school program.
- We applaud the partnership that has been created between the Del Mar School Education Foundation, the Del Mar Union School District, and Sycamore Ridge Families. Through the efforts of these groups, we are proud to offer credentialed music, art, technology, and science specialists that integrate the arts, sciences, and technology into the curriculum throughout the day. The program includes small group instrumental music classes for fifth and sixth graders, and a complete band and chorus experience twice a week.
- Last year our bands met from 2:30 to 3:30 p.m. Monday, Tuesday, Thursday, and Friday. This schedule allowed us to have two different bands, and we placed students in the band that provided the best instruction for their level and helped ensure their success. Students in the afterschool bands met twice a week for band instruction. This schedule allowed for students to be in their classrooms without interruption for their daily lessons and also gave students many hours of uninterrupted band instruction.
- Our multifaceted program provides opportunities for students to experience art, music, technology, science, and PE as extensions of the classroom. These enrichment classes are taught by certificated teachers who have a passion and expertise in their discipline. In addition to the extended-studies curriculum, students have the opportunity to participate in a variety of lunch clubs, including chorus, Library Club, Zoo Crew, Garden Club, and Math Club.
- Every student on campus is part of a "village," a group of about 15 students ranging from kindergarten to sixth grade, led by a certificated member of the staff. The village functions like a family. It helps identify special needs of students and their families. Services and resources are offered to a family in need by the appropriate support staff or the village teacher leader. Through our village program, and curriculum programs such as Character Counts, PeaceCoach, and PeaceBuilders, our students are encouraged to demonstrate qualities of good character across school environments and in the community. These programs foster peaceful avenues to conflict resolution and positive social interactions. They help promote citizens with integrity and support the overall social and emotional development of the whole child. On our playgrounds at lunchtime, PeaceCoaches (sixth grade students) look for students making good choices and recognize them with Praise Notes, which can be turned in for acknowledgment over the morning meeting announcements. Classroom teachers foster social-emotional development through classroom morning meetings, a time for students to praise each other, learn welcome greetings from different cultures and languages, and address the social needs of the class, which helps encourage the pillars of character. Some classroom teachers collaborate and use a cross-age buddy system to aid in academic and social-emotional development.

Focus for Improvement

- Rigorous academic standards are the cornerstone of our educational program at 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.
- 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.
- The Sycamore Ridge School Site Council (SSC) and Strategic Planning team met in May of 2008 to determine progress and identify the next steps toward Sycamore Ridge's school goals, which include the following:
    - Maintain and continue to build a positive school climate that extends beyond the campus and connects all neighborhoods within the school community.
    - Implement a program that allows all parents to be able to participate fully in their child's learning through parent education.
    - Establish and determine grade-level common assessments based on essential standards.
    - Identify and use strategies and resources for differentiated writing instruction.

MEASURES OF PROGRESS

Academic Performance Index

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

Sycamore Ridge's API was 928 (out of 1000). This is a decline of 9 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**928**
Growth attained from prior year	**-9**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

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

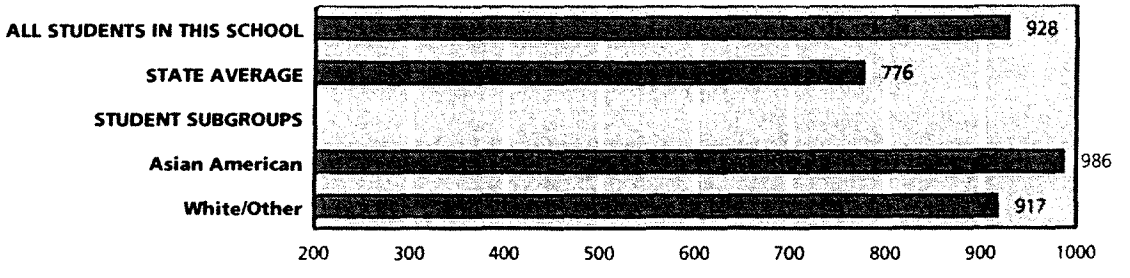
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 937. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		82%		80%		78%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		81%		85%		84%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		81%		74%		65%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		82%	100%	**SCHOOLWIDE AVERAGE:** About 35 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	97%	

Subgroup Test Scores

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

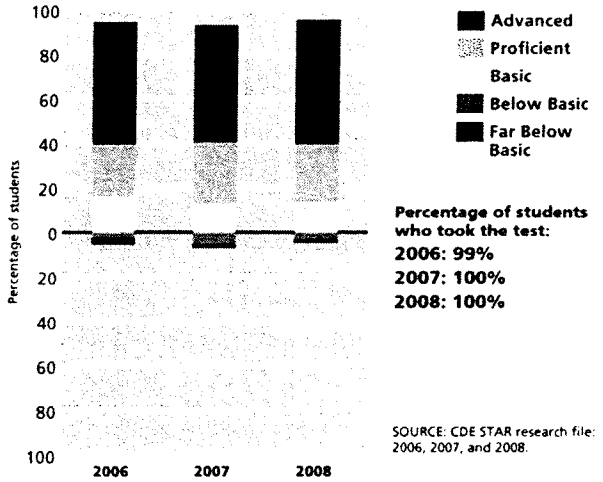
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		78%	146	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls		86%	134	
English proficient		91%	228	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		39%	52	
Low income		50%	37	**INCOME:** About 35 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		85%	243	
Learning disabled	NO DATA AVAILABLE	N/A	23	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		85%	257	
Asian American		93%	90	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		81%	142	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		81%	100%	**SCHOOLWIDE AVERAGE:** About 25 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

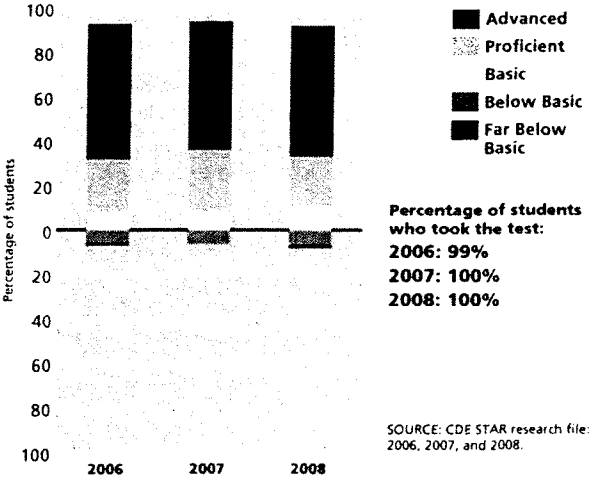
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	146	**GENDER:** About two percent more boys than girls at our school scored Proficient or Advanced.
Girls		80%	134	
English proficient		87%	228	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		55%	52	
Low income		42%	37	**INCOME:** About 44 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		86%	243	
Learning disabled	NO DATA AVAILABLE	N/A	23	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		85%	257	
Asian American		97%	90	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		79%	142	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		81%	100%	**SCHOOLWIDE AVERAGE:** About 34 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

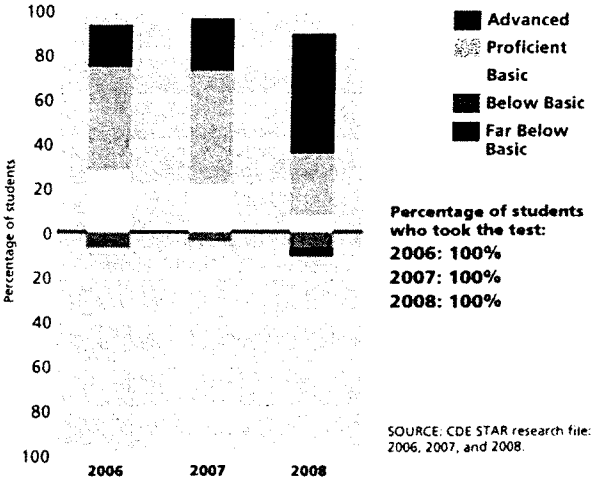
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		84%	32	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	22	
English proficient		88%	50	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	4	
Low income	NO DATA AVAILABLE	N/A	6	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		88%	48	
Learning disabled	NO DATA AVAILABLE	N/A	4	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		88%	50	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	20	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	27	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	38%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	70%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	57%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	68%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	62%	56%

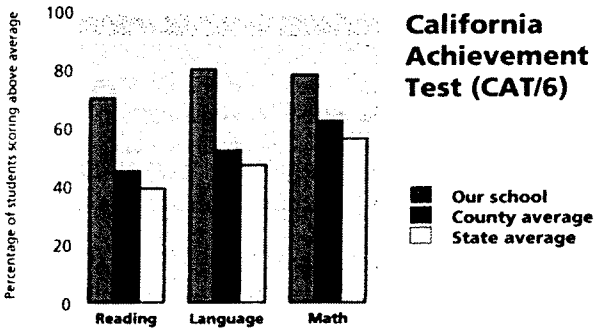
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sycamore Ridge, 70 percent of students scored at or above average in reading (compared to 39 percent statewide); 80 percent scored at or above average in language (compared to 47 percent statewide); and 78 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was language.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Sycamore Ridge, 38 percent of students scored at the top in reading (compared to 15 percent statewide); 57 percent scored at the top in language (compared to 19 percent statewide); and 68 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Sycamore Ridge, 80 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	80%	67%	68%
English Learners	20%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 77 students classified as English Learners. At Sycamore Ridge, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	29%	84%	85%
Vietnamese	5%	3%	3%
Cantonese	1%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	8%	3%	1%
Korean	9%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	48%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

Most students at Sycamore Ridge identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/ Pacific Islander	35%	11%	11%
Hispanic/Latino	11%	45%	50%
White/European American/ Other	53%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Sycamore Ridge, 12 percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	12%	50%	55%
Parents with some college	92%	63%	54%
Parents with college degree	84%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 92 percent of the students at Sycamore Ridge have attended college, and 84 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Sycamore Ridge varies across grade levels from a low of 19 students to a high of 26. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	3	1	6
2006–2007	2	0	6
2005–2006	1	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had 12 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Our principal has 20 years of education experience and 13 of those years have been spent in the Del Mar Unified School District.

Shared decision making is a core value at Sycamore Ridge. Regular and frequent communication occurs through consistent dialogue, monthly principal advisory meetings, classified employee meetings, and School Site Council meetings. The entire Sycamore staff, parents, and community work collaboratively to study our programs and improve on our excellent academic and non-academic offerings. In October of 2005, individuals representing all of these groups came together to map out school goals and objectives for the next three to five years. In the spring we return for our fourth site strategic planning review and update. We are pleased with the meaningful and productive steps that have already taken place since October of 2005, and we are excited about our future together supporting our wonderful students.

Our principal's commitment to the Professional Learning Community (PLC) philosophy has paved the way in establishing a positive learning environment, which focuses on student performance and schoolwide results. From the start and as an ongoing practice, teachers are empowered participants in the school's organizational structure, which is specifically designed to sustain high levels of excellence in all of our work. Through our principal's coaching, site PLC training by teacher leaders, vertical articulation meetings, and grade level meetings for sharing lesson plan strategies, collaboration, and communication are critical keys to ensuring that every stakeholder in the school community is engaged in helping every student every day. Formal and informal ways to communicate have evolved. For example, following regular grade-level PLC meetings, teacher teams complete a Team Feedback form for the principal. This process facilitates accountability and communication relative to outcome on agenda items, thoughts, concerns, and questions.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	10	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	4%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	61%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	39%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About four percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, ten years of experience. About 39 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 61 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Sycamore Ridge hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sycamore Ridge holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 87 percent of the faculty at Sycamore Ridge hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 87 computers available for student use, which means that, on average, there is one computer for every four students. There are 30 classrooms connected to the Internet.

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

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 372 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$6,207	$7,061	-12%	$5,300	17%
Restricted funds ($/student)	$296	$1,737	-83%	$2,817	-89%
TOTAL ($/student)	$6,503	$8,798	-26%	$8,117	-20%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$1,529,822	$1,443	$1,531,265	63%
Other staff salaries	$199,371	$19,884	$219,255	9%
Benefits	$383,233	$3,518	$386,751	16%
Books and supplies	$83,916	$55,146	$139,062	6%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$112,730	$30,000	$142,730	6%
TOTAL	$2,309,072	$109,991	$2,419,063	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 21 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$67,076	$72,028	-7%	$62,157	8%
Retirement benefits	$5,962	$6,571	-9%	$6,557	-9%
Health and medical benefits	$7,331	$7,753	-5%	$10,416	-30%
Other benefits	$36	$174	-79%	$453	-92%
TOTAL	$80,406	$86,526	-7%	$79,583	1%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$1,408,606	83%
Retirement benefits	$125,193	7%
Health and medical benefits	$153,958	9%
Other benefits	$765	0%
TOTAL	$1,688,522	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.











Torrey Hills School

School Accountability Report Card, 2005

Del Mar Union Elementary School District

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

Torrey Hills School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

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

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2008_en.html

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

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

How to Contact Our School
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San Diego, CA 92130
Principal: Susan Paul
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How to Contact Our District
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Torrey Hills School

School Accountability Report Card, 2007–2008
Del Mar Union Elementary School District

Principal's Message

Welcome to Torrey Hills School, where "there's no better place to learn."

Torrey Hills School opened its doors in September 2002. We are very proud to offer all Torrey Hills students an outstanding educational and interactive positive environment where the individual academic and social needs of students are our number-one priority. In addition to our outstanding teaching staff, we offer credentialed music, art, technology, science, and physical education specialists that integrate the arts, sciences, and technology into the curriculum throughout the day. Our goal is to enhance these areas of the curriculum that support the California Content Standards and to enrich the delivery of our balanced curriculum.

The entire Torrey Hills staff, parents, and community work collaboratively to study our programs and improve on our excellent academic offerings. We are continually developing the culture of our school, and we celebrate its cultural diversity, academic excellence, and growth potential. We are excited about our future and expect great accomplishments from our stakeholders in supporting our wonderful students.

Our school is committed to academic excellence and the education of the total child. Our staff is dedicated to meeting the academic and social needs of every child, and our student body is motivated to learn and achieve at all levels through enrichment, extension activities, differentiation, community service, and student responsibility.

Susan Paul, PRINCIPAL

Grade range and calendar
K–6
TRADITIONAL

Academic Performance Index
959
County Average: 801
State Average: 776

Student enrollment
596
County Average: 532
State Average: 523

Teachers
35
County Average: 28
State Average: 26

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

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

Major Achievements

- Torrey Hills School is committed to the development of the total child. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, and PE as extensions of the classroom.
- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include educational seminar groups in unique areas of interest, school clubs, participation in state and national academic competitions, student council, technology, science lab, and the Giraffe Club (a service-oriented group of students that "stick their necks out for others" to support the younger students at recess and at lunch).
- Our students participate and perform well in local and national competitions. A team of fifth and sixth grade students, trained in critical thinking skills, traveled to Michigan to compete in the national finals for Future Problem Solvers. A sixth grade student placed first in the nationwide academic talent search based on mathematics tests. Our sixth grade Science Olympiad team was the only elementary school team to compete in a field of 47 middle school teams. Our students placed ninth overall and brought home several ribbons.
- Twice per year, students in fourth through sixth grade showcase their talent and the outcomes of our strong music program in a Band Concert and Choir Performance. An annual Art Festival highlights the creative designs our students produce in the Art Studio, under the guidance of a certified specialist.

Focus for Improvement

- Refine effective implementation of a comprehensive, research-based character education program that fosters inclusion of and respect for all students as socially conscious citizens of their home, school, community, and the world.
- Partner with local businesses and organizations for academic expertise, professional experiences, and financial support.
- Celebrate the individuality, heritage, and traditions of all students, staff, and their families.
- Educate the total community in the use of technology and infuse it throughout the curriculum.
- Increase and enhance visual and performing arts through expanded community resources.
- Offer a varied program to meet the needs of all students.
- Use the Professional Learning Community model to collaborate within and across grade level teams to provide differentiated instruction to meet the varied learning needs of each student. Teacher teams review common assessments of classroom work, district benchmark tests, and state accountability measures to deepen their understanding of students' academic strengths and needs.
- Torrey Hills' students consistently perform at very high levels in all academic content areas. Grade-level teams select goals in writing, mathematics, and language arts as areas of particular focus, based on students' assessed strengths and needs.

MEASURES OF PROGRESS

Academic Performance Index

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

Torrey Hills's API was 959 (out of 1000). This is an increase of 9 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**959**
Growth attained from prior year	**+9**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

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

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

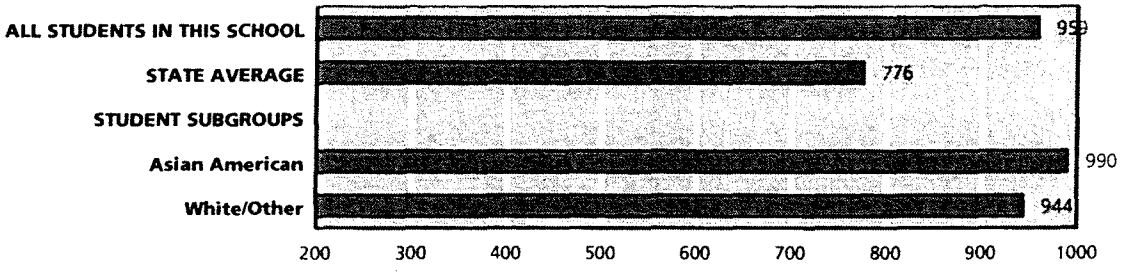
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 950. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 10 out of 10.

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

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

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

STUDENT ACHIEVEMENT

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

California Standards Tests

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

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		88%		90%		88%
Average elementary school Percent Proficient or higher		47%		45%		44%
MATH						
Our school Percent Proficient or higher		91%		88%		88%
Average elementary school Percent Proficient or higher		56%		53%		52%
SCIENCE						
Our school Percent Proficient or higher		91%		87%		91%
Average elementary school Percent Proficient or higher		47%		37%		32%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

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

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

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

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	98%	**SCHOOLWIDE AVERAGE:** About 41 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			54%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	97%	

Subgroup Test Scores

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

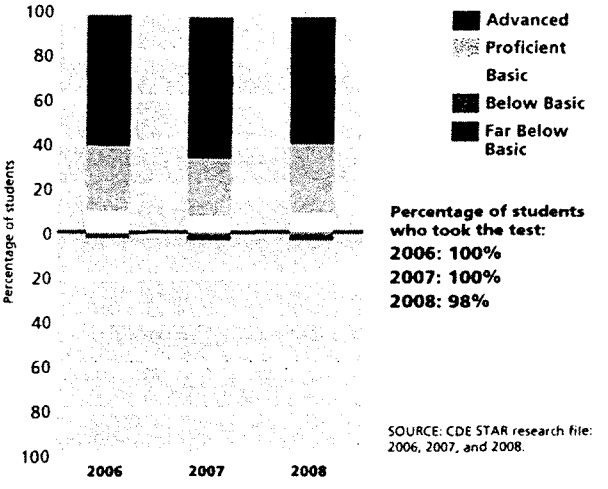
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	206	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			92%	193	
English proficient			92%	334	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			68%	64	
Low income	NO DATA AVAILABLE		N/A	6	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			89%	392	
Learning disabled	NO DATA AVAILABLE		N/A	26	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			89%	373	
Asian American			90%	156	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			89%	210	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Math

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		91%	98%	**SCHOOLWIDE AVERAGE:** About 35 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

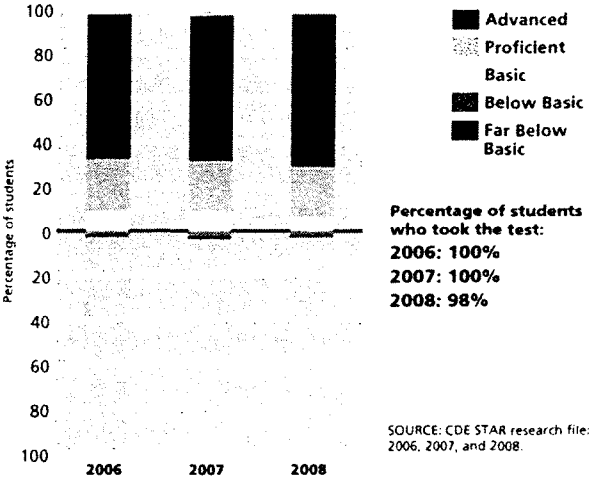
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		93%	206	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		89%	193	
English proficient		92%	334	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		87%	64	
Low income	NO DATA AVAILABLE	N/A	6	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		92%	392	
Learning disabled	NO DATA AVAILABLE	N/A	26	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		92%	373	
Asian American		96%	156	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		90%	210	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

Three-Year Trend: Math



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Science

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		91%	97%	**SCHOOLWIDE AVERAGE:** About 44 percent more students at our school scored Proficient or Advanced than at the average elementary school in California
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		52%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		47%	96%	

Subgroup Test Scores

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

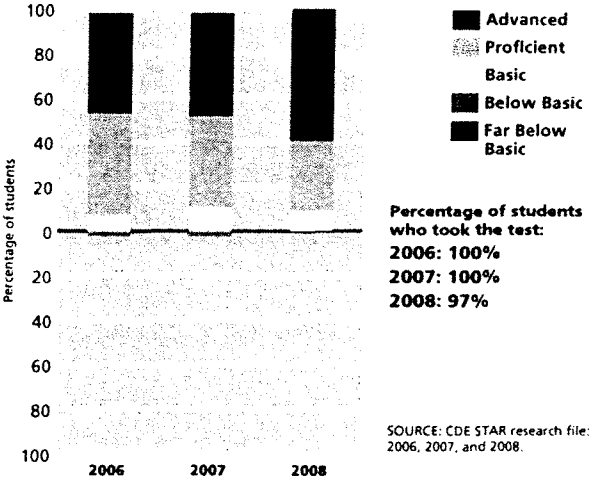
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		89%	38	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced
Girls		92%	38	
English proficient		89%	64	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	12	
Low income	NO DATA AVAILABLE	N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income		91%	75	
Learning disabled	NO DATA AVAILABLE	N/A	5	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		96%	71	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	28	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		88%	41	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	50%	19%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	45%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	57%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	85%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	78%	36%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	92%	62%	56%

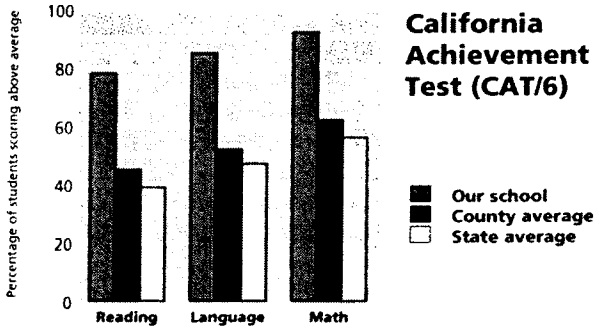
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Torrey Hills, 78 percent of students scored at or above average in reading (compared to 39 percent statewide); 85 percent scored at or above average in language (compared to 47 percent statewide); and 92 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Torrey Hills, 50 percent of students scored at the top in reading (compared to 15 percent statewide); 57 percent scored at the top in language (compared to 19 percent statewide); and 78 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

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



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Every student has access to a standards-based, interdisciplinary curriculum. Staff uses State Board of Education (SBE)-adopted materials, which support students' learning of rigorous state and district standards. Multiple measures include pre- and post-assessments, daily informal assessments and observations, as well as assessments embedded within the curriculum. In reading, writing, and mathematics, students are assessed with common grade level and/or district assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year, and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically and English Learners are assessed more frequently to monitor progress and determine instructional pathways. All students receive support based on individual need. After data is analyzed, appropriate academic intervention is determined. Interventions might include participation in the Academic Learning Program (ALP) that provides small-group instruction by a certificated teacher before, after, and during the school day. In addition, students who are identified as being limited in English proficiency receive small-group English Language Development (ELD) instruction according to their level of proficiency within their classroom by their classroom teacher coupled with small-group support through academic intervention programs.

STUDENTS

Students' English Language Skills

At Torrey Hills, 84 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	84%	67%	68%
English Learners	16%	33%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 96 students classified as English Learners. At Torrey Hills, the language these students most often speak at home is Korean. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	10%	84%	85%
Vietnamese	0%	3%	3%
Cantonese	2%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	3%	1%
Korean	47%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	40%	9%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

Most students at Torrey Hills identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	7%	7%
Asian American/ Pacific Islander	37%	11%	11%
Hispanic/Latino	6%	45%	50%
White/European American/ Other	56%	38%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Torrey Hills, two percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	2%	50%	55%
Parents with some college	99%	63%	54%
Parents with college degree	94%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 99 percent of the students at Torrey Hills have attended college, and 94 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 68 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

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

The average class size at Torrey Hills varies across grade levels from a low of 19 students to a high of 26. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

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

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

Discipline

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	0	1	6
2006–2007	0	0	6
2005–2006	0	0	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders Program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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

impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives (BP 6154).

Schedule

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

Parent Involvement

We strongly support community involvement through multiple venues. The SSC is an elected group composed of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. Parents are welcome to participate in their child's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The quality of instruction and leadership at Torrey Hills School is excellent due to a cooperative effort of the entire staff. Our principal has 22 years of educational experience, with an emphasis on curriculum, instruction, and school improvement. She holds master's degrees in educational leadership.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council (SSC) meetings. We update our Site Strategic Plan annually. Our SSC, along with our entire teaching staff, studies a different curricular area each month through our Vision of Excellence program. At the end of the school year, the SSC reviews the results and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year. Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	8	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	14%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	43%	49%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	57%	51%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 14 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, eight years of experience. About 57 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 43 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

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

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Torrey Hills hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Torrey Hills holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). About 92 percent of the faculty at Torrey Hills hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

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

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

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

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	11%

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

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

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

Staff Development

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

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	2.0
2006–2007	2.0
2005–2006	2.0

SOURCE: This information is supplied by the school district.

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

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

Evaluating and Improving Teachers

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

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

Substitute Teachers

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Specialized Resource Staff

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

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

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Ashley Falls Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community.

Our school also supports special programs in music, art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through standardized assessments. Classroom teachers and specialists provide extended and enriching learning activities specifically designed to challenge students in their academic areas of strength. The varied social needs of gifted learners are also addressed.

SPECIAL EDUCATION PROGRAM: The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

ENGLISH LEARNER PROGRAM: Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

RESOURCES

Buildings

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

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school library is accessible to all students. Each class visits the library on a regular basis. Literature is shared, and library skills, including research skills, are taught to reinforce classroom learning.

Computers

We have 110 computers available for student use, which means that, on average, there is one computer for every five students. There are 48 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	48	30	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

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

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our school receives funding from the state and federal government for various programs, which are reviewed by the SSC. All programs support improved learning for our students through goals set in our Strategic Plan. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports our extended-studies curriculum.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 755 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$5,643	$7,061	-20%	$5,300	6%
Restricted funds ($/student)	$171	$1,737	-90%	$2,817	-94%
TOTAL ($/student)	$5,814	$8,798	-34%	$8,117	-28%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$3,017,837	$2,480	$3,020,317	69%
Other staff salaries	$255,686	$21,166	$276,852	6%
Benefits	$719,434	$3,002	$722,436	16%
Books and supplies	$167,829	$70,483	$238,312	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$99,706	$31,877	$131,583	3%
TOTAL	$4,260,492	$129,008	$4,389,500	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 34 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$81,499	$72,028	13%	$62,157	31%
Retirement benefits	$7,165	$6,571	9%	$6,557	9%
Health and medical benefits	$9,056	$7,753	17%	$10,416	-13%
Other benefits	$45	$174	-74%	$453	-90%
TOTAL	$97,765	$86,526	13%	$79,583	23%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$2,770,956	83%
Retirement benefits	$243,611	7%
Health and medical benefits	$307,910	9%
Other benefits	$1,542	0%
TOTAL	$3,324,019	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

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Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



January 15 2009

To: Board Members

From: Katherine White, Clerk of the Board of Trustees

Through: Sharon McClain, Superintendent

Subject: Board Personnel Committee

In Spring 2007 the Board of Trustees approved and created the Board's Personnel Committee chaired by Board Member Katherine White. The primary focus of the committee was to provide a global, strategic look at staffing throughout the district in light of the district's size stabilization after a decade of significant student growth.

In Fall 2007 the Board solicited members and the committee held its first meeting in November (due to October fire delays). The committee was open to all members of the community and District with an attempt to have participation from each area of the District.

Committee members worked many hours and met monthly during the 2007-2008 school year and once in the 2008-2009 school year, thus far.

Board Member White would like to publically thank committee members Shirley Bales, Laurie Francis, Lisa Furnas, Leslie Mannes, Darlene Nadlonek, Cinda Peck, Bill Porter, Kathy Zack and especially Rodger Smith. While not officially elected to the committee, Member White would like to also thank Cathy Birks and Margaret Mendenhall who attended regularly.

The committee reviewed the following areas: special education/pupil services, technology, curriculum & instruction, facilities and maintenance & operations. The committee compared the DMUSD against similar districts across the state and locally, as well as considered the DMUSD workload and high standards. A more detailed description of the meetings and recommendations are available in the committee Minutes (found on the DMUSD website under publications).

At the September 11, 2008 meeting the committee reviewed maintenance & custodial staffing and duties against CASBO standards. The committee recommended an additional increase in staff in this area - for a floater or substitute

custodial position to cover for absences from vacation and sick time. The committee stated this need was considered to be lower in priority than the recommended clerical position (see May 2008 Minutes).

The committee also requested the technology data, including staff solicited input, be shared with Technology Director, Michael Casey, and that all the recommendations be shared with Superintendent Sharon McClain.

The committee felt the following four areas of the District had not been explored: school sites, business organization, teacher/student ratio and the childcare/after school/ preschool areas.

The committee felt the value in the Board Personnel Committee was threefold: communications, increase of knowledge and providing different perspectives.

The current committee recommends continuing this committee with the caveat that it is not duplicating other activities or meetings and after debriefing with Superintendent McClain. The committee wanted to have Superintendent McClain's opinion on whether she felt it was still needed and if yes, suggest a time to resume meeting.

As committee chair, Member White extends appreciation to each member and member of the public in attendance. The discussions were appropriate, on target and insightful. Member White also thanks the staff of each of the organizations studied. They provided thoughtful information, which was critical to the group's discussions.

FISCAL IMPACT: None

RECOMMENDED: The Superintendent recommends the Board Personnel Committee continue to meet through the 2008/2009 school year.

January 15, 2009

To: Board Members

From: Sharon McClain, Superintendent

Subject: Discussion, Administrative Team Recommendations, Tools for Strategic Analysis, A Financial Report, January 2009

The District Administrative Team (Principals and District Office Leadership) have worked together to develop Recommendations regarding the 10 areas of major budget impact as outlined in the Financial Report to Assist in District Strategic Process presented at the Special Board Meeting on January 14, 2009.

The Administrative Team would like feedback and direction from the Board about areas to further investigate and make recommendations that will assist in decision-making regarding budget reductions.

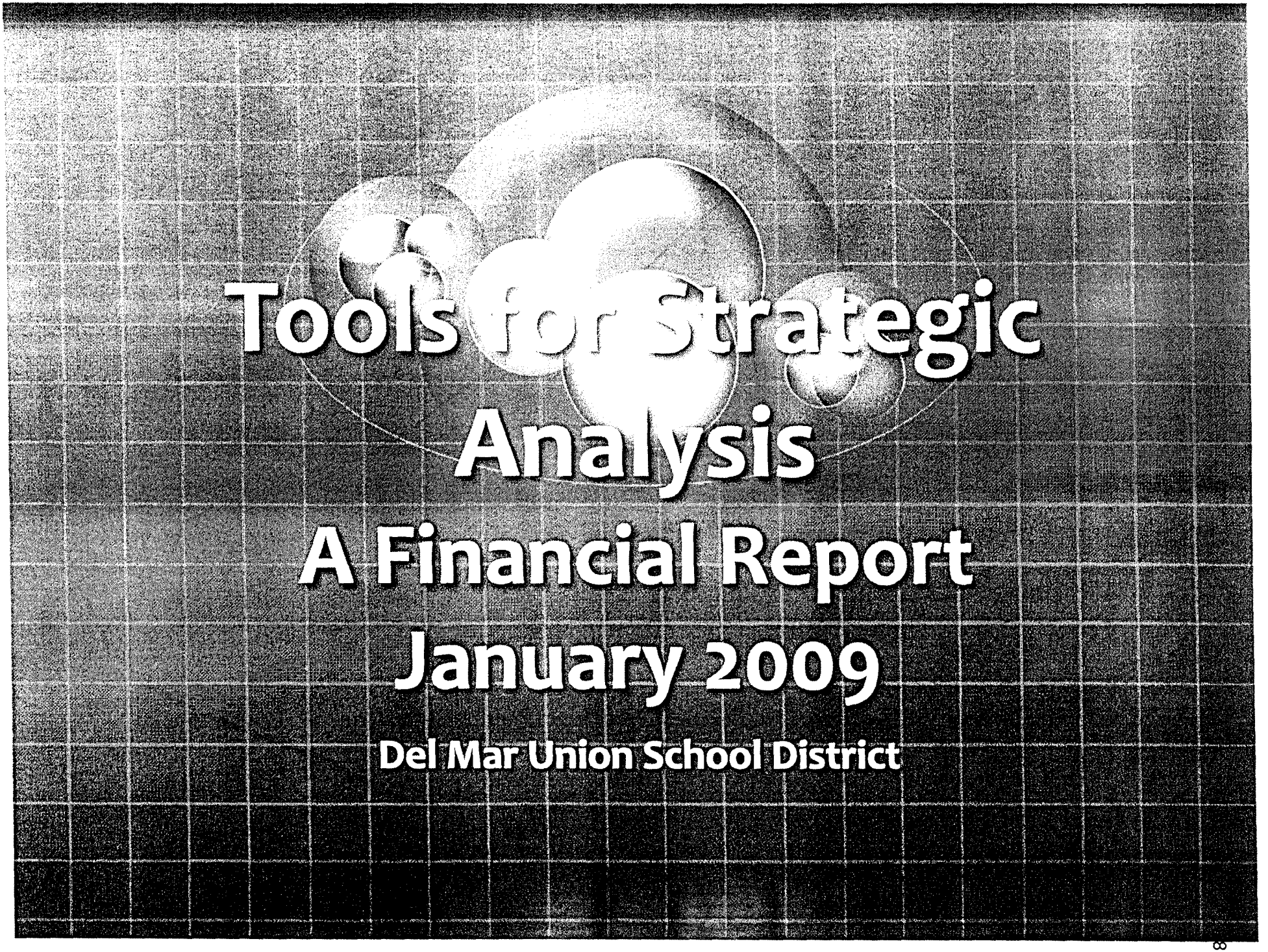
FISCAL IMPACT: None

RECOMMENDED: For information only. No action required.

DEL MAR UNION SCHOOL DISTRICT
Summary of
"A TOOL FOR STRATEGIC ANALYSIS"

January 2009

Factors	Impact	Recommendations
1. PROPERTY TAXES	32% of Budget at risk, Current reserve of 20%	Budget at lower level of growth
2. STUDENT DEMOGRAPHICS		
a. Special Education	Contribution from Unrestricted General Fund $3 Million	Early Intervention Strategies
b. Special Education Transportation	Contribution from Unrestricted General Fund $300,000	Cost savings measures already in place
c. Special Education Preschool	Contribution from Unrestricted General Fund $600,000	Investigate improved delivery models
d. Child Nutrition Program	Board Policy states must be self-supporting	Continue to evaluate meal prices
e. Title I (Underachieving Students)	Unrestricted General Fund Revenues of $70,000	Continue to provide services to targeted students in Alternative Learning Program
f. Economic Impact Aid (English Language Learners)	Funding is sufficient to provide services	Continue current program
3. INCOME GROWTH	Increase/Decrease in revenue due to assessed valuation changes	Monitor and budget conservatively
4. ENROLLMENT GROWTH	Enrollment growth through 2011, gradual decline in future years	Monitor enrollment and adjust staffing accordingly
5. GROWTH IN FACILITIES	No impact to the General Fund	Continue to work with Community Facilities Districts
6. EMPLOYEE CONTRACT OBLIGATIONS	Estimated cost of $4.9 million	Continue to work within collective bargaining practices
7. FINANCIAL SUPPORT/SCHOOL COMMUNITY	Over 80% (About $3 Million) of ESC program supported by Unrestricted General Fund Revenues	Increase local donations or downsize ESC program
8. CHANGE IN DISTRICT LEADERSHIP	No Fiscal Impact	District should be aware of transitional changes with new leadersihp
9. SMALL CLASS SIZE		
a. K-3	$2.9 Million cost to Unrestricted General Fund	Study the implications of 30:1 class sizes in all grades
b. 4-6	$600,000 cost to Unrestricted General Fund	
c. Class Size Reduction Option 1 in Kindergarten	$590,000 cost to Unrestricted General Fund	Study implications of Option 2 CSR
10. SMALL SCHOOLS	$1.6 Million for each site being operated by the District	Study possible school reconfiguration


Tools for Strategic Analysis
A Financial Report
January 2009
Del Mar Union School District

1. PROPERTY TAXES

- 32% of Unrestricted General Fund Revenues always at risk
- Current Undesignated Reserves are 20%
- RECOMMENDATION: Budget to lower level of income growth and increase undesignated reserves to 32%

2. STUDENT DEMOGRAPHICS

a. *Special Education*

- Contribution to Special Education from Unrestricted General Fund is $3 Million
- RECOMMENDATION: Investigate Early Intervention Strategies

b. Special Education Transportation

- Contribution from Unrestricted General Fund of $300,000
- RECOMMENDATION: Continue current cost savings methods

c. Special Education Preschool

- Contribution from Unrestricted General Fund of $600,000
- RECOMMENDATION: improved delivery models

d. Child Nutrition Program

- Current Board Policy states that Child Nutrition Fund must be self-supporting
- No projected financial assistance from the Unrestricted General Fund
- RECOMMENDATION: Evaluate future meal price increases as necessary for program to remain self-supporting

e. Title I

- DMUSD is eligible for $105,000 of Federal funding
- Compliance requirements would exceed funding
- Targeted students are being served by Assisted Learning Program at a cost of $70,000 to the Unrestricted General Fund
- RECOMMENDATION: District continue current program

f. Economic Impact Aid

- Current funding is sufficient to provide English Language Learner services
- RECOMMENDATION: District continue current program

3. INCOME GROWTH

- Changes in property tax revenue due to changes in assessed valuation
- RECOMMENDATION: Continue to monitor property tax projections
- RECOMMENDATION: Budget conservative revenue increases in future years based on actual income

4. ENROLLMENT GROWTH

- Enrollment is projected to increase until the year 2011
- Gradual decline of 50 students per year projected beginning in 2011
- RECOMMENDATION: Carefully monitor enrollment growth/decline trends. Adjust spending accordingly

5. GROWTH IN FACILITIES

- No impact on General Fund revenues
- RECOMMENDATION: Continue to work with Community Facilities Districts

6. EMPLOYEE CONTRACTUAL OBLIGATIONS

- Elements of DMCTA contract are estimated to be valued at $4.9 Million
- RECOMMENDATION: District continue to operate within collective bargaining agreement parameters, work with DMCTA to review contract parameters to reduce financial impact

7. FINANCIAL SUPPORT/ SCHOOL COMMUNITY

- Local donations support about 18% of Extended Studies Curriculum (ESC) Program
- ESC Program is estimated to cost between $3 million and $3.5 million
- District supports balance of the ESC Program with Unrestricted General Fund revenues
- RECOMMENDATION: Investigate downsizing the ESC Program to fit contractual obligations + community support

8. CHANGE IN DISTRICT LEADERSHIP

- No fiscal impact
- One of the Fiscal Indicators used to determine fiscal health of a district
- District should be aware of transitional changes that may occur in the process
- RECOMMENDATION: Monitor changes.

9. SMALL CLASS SIZES

a. *Kindergarten – 3rd grades*

- Class Size Reduction program is underfunded by the State
- Students could be taught in classes of 30:1 ratio
- Cost of $2.9 Million dollars to the Unrestricted General Fund
- RECOMMENDATION: Explore 30:1 class sizes

b. 4th – 6th grades

- No additional funding for grades 4-6
- Students could be taught in classes of 30:1 ratio
- Cost of $600,000 dollars to the Unrestricted General Fund
- RECOMMENDATION: Explore 30:1 class sizes

c. Class Size Reduction Option 1 in Kindergarten

- Kinder students are currently being taught in 20:1 class size (Option 1)
- Kinder students may be taught in early/late configuration (Option 2)
- Cost to the District of $590,000 in Unrestricted General Fund revenues to maintain Option 1
- RECOMMENDATION: Explore Option 2 for Kinder.

10. SMALL SCHOOLS

- Small schools represent fixed costs of delivering educational services
- Fixed costs of staff at each site are $1.6 million
- RECOMMENDATION: Investigate reconfiguring school sites/closing school sites

January 15, 2009

To: Board Members

From: Sharon McClain, Superintendent

Subject: Reminder of Upcoming Events and Schedules

Monday-Tuesday, January 26 & 27, 2009
Staff Inservice Days. No School

Friday, January 30, 2009
CSBA Delegate Assembly ballots mailed to Member Boards

February 1-March 16, 2009
Boards vote for the CSBA Assembly Delegates

Wednesday, February 4, 2009
Board Visitation to Del Mar Heights, 9:00 a.m.

Wednesday, February 4, 2009
Possible Special Board Meeting, 6:00 p.m.

Friday, February 6, 2009
LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Wednesday, February 11, 2009
Possible Special Board Meeting, 6:00 p.m.

Monday & Friday, February 13 & 16, 2009
Presidents' Day Observed. Lincoln's Day and Washington's Day.

Monday-Friday, February 23-27, 2009
Partent/Teacher Conference Week. Early dismissal: 12:30 p.m.

Wednesday, February 25, 2009
Regular Board Meeting, 5:45 p.m., Del Mar Hills Academy

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

Monday, March 16, 2009
Deadline for CSBA Delegate Assembly ballots to be returned to CSBA.

Wednesday, March 18, 2009
Board Visitation to Sycamore Ridge, 12:45 p.m.

Wednesday, March 25, 2009
Regular Board Meeting, 5:45 p.m., Del Mar Hills Academy

Tuesday, March 31, 2009
CSBA Delegate Assembly ballots to be tallied

Wednesday, April 1, 2009
CSBA Delegate Assembly election results will be posted on CSBA's website (except for run-offs)

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

Wednesday, April 29, 2009
Regular Board Meeting, 5:45 p.m., Del Mar Hills Academy

Thursday, April 30, 2009
Deadline for run-off ballots for CSBA Delegate Assembly

Friday, May 1, 2009
LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Saturday, May 16 – Sunday, May 17
Delegate Assembly meeting in Sacramento

Wednesday, May 20, 2009
Board Visitation to Del Mar Heights, 12:45 p.m.

Wednesday, May, 27, 2009
Regular Board Meeting, 5:45 p.m., Del Mar Hills Academy

Friday, June 5, 2009
LAN Meeting, 10:00 a.m. – 12:00 p.m., Solana Beach School District

Thursday, June 18, 2009
6th grade promotions

Wednesday, June 24, 2009
Regular Board Meeting, 5:45 p.m., Del Mar Hills Academy

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

8.5

January 15, 2009

To: Board Members

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

Through: Sharon McClain, Superintendent

Subject: Facilities Report for January

The facilities report for January consists of two documents that follow this narrative. The first document addresses the potential for utilizing a portion of the site that is reserved for School #9 for district office facilities. The second document is an opinion from the District's legal counsel regarding the possibility of locating district office facilities outside the boundaries of the district. These items are provided in order to facilitate discussion among Board members as well as to elicit additional direction from Board members regarding additional information that would be beneficial in the continuing investigation of potential solutions for the need for new district office facilities.

January 15, 2009

To: Sharon McClain, Superintendent

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

Subject: Potential for Use of the Site for School #9 for Location of District Office Facilities

On several occasions during discussions about the location of new facilities for the DMUSD district office, the question of the possibility of using part of the site for School #9 for this purpose has been asked. The intent of the following information is to provide an answer to this question.

BACKGROUND INFORMATION

In July, 1998, the District entered into a mitigation agreement with Pardee Construction Company regarding provisions for school facilities within Sub Area III of the Future Urbanizing Area of the City of San Diego, otherwise known as Pacific Highlands Ranch. This mitigation agreement was developed because the City of San Diego would not permit approval of any development plans by Pardee unless provisions were in place to mitigate the impacts of residential and commercial construction on elements of infrastructure such as schools, fire protection, parks, etc..

The mitigation agreement referenced above established certain benchmarks when Pardee Construction would be required to assist with the construction of schools that would be necessary to serve students who would reside in new homes that were scheduled to be constructed by Pardee. The agreement requires that schools must by constructed in concert with residential construction that would generate students who would be served by the Del Mar Union School District.

The first DMUSD school in Pacific Highlands Ranch, Sycamore Ridge School, opened in August, 2005. At that time, Pardee had constructed 583 residential units in Pacific Highlands Ranch. Sycamore Ridge School was designed to serve approximately 700 students; the mitigation agreement and a subsequent amendment to the agreement require that the DMUSD must reserve space in an elementary school to serve up to 659 students who reside in Pacific Highlands Ranch. The school currently serves approximately 330 students who reside in Pacific Highlands Ranch; it also currently enrolls 83 students who

reside in Sea Breeze Farms and other areas of the District. (Sea Breeze Farms is not included in the Pacific Highlands Ranch development.)

The mitigation agreement requires Pardee to reserve a 10.5 acre site for a second elementary school in Pacific Highlands Ranch. The agreement calls for a second DMUSD school to be developed when the number of "Equivalent Dwelling Units" (EDU) in Pacific Highlands Ranch reaches 1750 and projected student enrollment exceeds 659 students. According to Beth Fischer of Pardee Homes, through the end of 2008, Pardee has constructed between 600 and 700 "EDU's" in the DMUSD portion of Pacific Highlands Ranch. Pardee is currently projecting no new residential development in the DMUSD section of Pacific Highlands Ranch through 2019 or later because further development in Pacific Highlands Ranch is dependent upon the completion of the interchange between Highways 5 and 56; completion of this interchange may not be achieved until much later than 2019.

In addition to the benchmark of 1750 "EDU's" described above, the mitigation agreement also stipulates that, unless planned development within the DMUSD section of Pacifica Highlands Ranch is projected to generate more than 659 students, Pardee will not be required to assist with the development of a second school within Pacific Highlands Ranch. Since the determination of projected numbers of DMUSD students will not be made until sometime after 2019, Pardee will not be compelled by the mitigation agreement to relinquish the site for a second elementary school until the need for a second elementary school is clearly demonstrated.

At the time that the agreement requires the delivery of the site for a second DMUSD school, Pardee is required to deliver the site in "super pad" condition at Pardee's expense. This condition includes grading the property, construction of roads to access the site and delivery of all utilities to the property line for the site. Due to the fact that current conditions do not require Pardee to do so, none of these conditions have been met at the reserved site at this time.

CURRENT CONSIDERATIONS

Based upon the information above, the following issues are likely to apply to the potential for partial use of the site for School #9 for district office facilities:

- Due to the possibility that Pardee may not be required to relinquish the site for a second DMUSD school in Pacific Highlands Ranch if enrollment projections do not warrant the development of a second school, it seems unlikely that Pardee would agree to allow the District to develop part of the site at this time for district office facilities because, if the 10.5 acre site is not needed for a school, Pardee could convert the site to six or more residential lots. The use of the property for residential purposes would be far more lucrative for Pardee than selling the site to the DMUSD.

- The determination of an enrollment projection based upon additional planned residential development in Pacific Highlands Ranch appears to be at least ten years into the future.
- Although it seems unlikely that Pardee would agree to allow the DMUSD to partially develop the site at this time, if, for some reason, the District was permitted to build on the site now, it is likely that the District would be required to expend funds for building an access road to the site, bringing utilities to the site and grading the site. All of these elements would be included at Pardee's expense if the need for a second elementary school does develop. If expenses for these elements became the responsibility of the District, it is likely that the remaining budget for construction of a new district office would be inadequate for that purpose.
- Depending upon projected student enrollment at School #9, in consideration of current California Department of Education requirements for school site sizes, it is possible that the entire 10.5 acre site would be required for school purposes. Encumbering a significant amount of space on that site for district office facilities and parking before the school facility needs are determined could impair the district's ability to design a suitable school facility for the site.
- According to Beth Fischer of Pardee Homes, the establishment of an office building on the site for the second elementary school could be contrary to the zoning in the residential neighborhood that surrounds the school site. Although local zoning requirements may not be a determining factor in the manner in which the site is utilized, the mitigation agreement does not provide for a district office facility on the site. If the District attempts to impose an element on the site that is not addressed in the mitigation agreement, the District could be exposed to litigation or complaints regarding California Environmental Quality Act issues that would be troublesome to resolve.

CONCLUSION

Based upon the information above, the answer to the question of "Is it possible to use part of the site for School #9 for district office facilities?" is "probably not." The basis for this conclusion is:

- It seems unlikely that Pardee would agree to sell all or part of the property at this time
- The costs for developing part of the property for district office facilities would be prohibitive
- The district should not take the risk of potentially rendering the site unacceptable, from the California Department of Education's perspective, for school use by encumbering part of the site for non-school purposes before the school facility needs are determined
- The potential for significant exposure to litigation exists if the District uses the site for purposes other than those that are included in the mitigation agreement.

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January 13, 2009

VIA FAX AND U.S. MAIL

CONFIDENTIAL
ATTORNEY-CLIENT PRIVILEGE

Rodger Smith, Director
of HR/Facilities Planning
DEL MAR UNION SCHOOL DISTRICT
225 9th Street
Del Mar, California 92014

Re: Acquisition of Out of District Property

Dear Mr. Smith:

Pursuant to the Del Mar Union School District's ("District") request, we researched the issue of whether the District may potentially acquire property outside the District's boundaries. Specifically, the District would like to know whether or not it could consider acquiring such out-of-boundary property for the purposes of constructing administrative offices and/or a facility that might provide space for other programs such as pre-school services, etc. ("Proposed Project").

DISCUSSION

I. Statutory Provisions

There is little statutory or case law authority directly addressing school district acquisition of non-school site properties outside of their boundaries. Generally, the District is granted broad rights to buy, sell and convey property for the powers and purposes of the District. (See Education Code § 35160 et seq.) However, these broad rights are limited by three (3) relevant sections of the Education Code, which are mostly intended to apply to the acquisition of school sites.

A. EDUCATION CODE SECTION 17217

The first relevant section is Section 17217 which provides,

> (a) The governing board of a school district may acquire a site for a school building contiguous to the boundaries of the district and upon the acquisition of the site it shall become a part of the district.
>
> (b) The site may not be acquired until all of the following conditions are met: . . . .

Property acquired under Section 17217 must also be used as a school site as well as meet many other requirements such as the approval of local county superintendents of schools and the county committee on school district organization.

B. EDUCATION CODE SECTION 17343

The second relevant section is Section 17343 which states:

> The governing board of any school district may purchase property and construct and equip buildings in an area after the legal action has been taken that will result in annexation of the area to the school district, but before the annexation has become effective.

Section 17343 applies to the situation when legal action has been completed for annexation but the effective date of annexation has not occurred. While awaiting the effective date, the District may acquire property and construct and equip buildings. This section does not limit the buildings to schools, nor does it require that an annexation process be completed.

C. EDUCATION CODE SECTION 35271

The third pertinent section is Section 35271(a). It states:

> The governing board of any school district may acquire property, construct buildings, and maintain classes outside its boundaries on sites immediately adjacent to school sites of the district within its boundaries.

This section limits any acquisition of adjacent property in another district to property immediately adjacent to a school site in your district. (See also 81 Ops.Cal.Atty.Gen. 80 (1998).)

II. Application Of Legal Authority To Proposed Project

As described in the Education Code sections set forth above, a school district is clearly permitted to acquire property outside of its boundaries if such property is contiguous to the school district's existing boundaries and meets the other requirements of the statutes. For example, such an acquisition might be permissible if the school district owned (or sought to

purchase) a school site or administrative office site right on the very edge of its boundaries, and then sought to acquire out-of-boundary property adjacent to the current school district property.

None of these statutes, however, specifically address stand-alone, non-school site property situated outside of a school district's boundaries, nor is there any other authority of which we are aware that address this issue as it applies to an acquisition such as the District's Proposed Project. Absent such explicit language permitting (or prohibiting) the acquisition of such stand-alone, out-of-boundary property, we question whether the acquisition of such property may be appropriate. Even though the District possesses broad powers to buy, sell and acquire property, we do not believe it is consistent with the intent of the statutes set forth above for the District to acquire stand-alone (and potentially non-school site) property outside the District's boundaries given the limits the statutes described herein place on out-of-boundary school site acquisition. Furthermore, any such acquisition would be difficult to defend as necessary to further the District's purpose of providing public education to students within its boundaries.[1] Such an acquisition is also not advisable if the Proposed Project might be subject to intense public scrutiny (and potential challenge).

In the context of the District's Proposed Project, we recommend that the District not consider a property that is not somehow connected, i.e., contiguous or adjacent, to the District's current boundaries and property. This means the District can consider acquiring out-of-boundary property if such property happens to straddle or otherwise be immediately adjacent to property within the District that the District already owns and/or seeks to purchase.

CONCLUSION

Based on our research, we believe that the Education Code does not authorize the District to acquire property outside of its boundaries for purposes such as the Proposed Project currently being considered by the District. We hope that this letter addresses your concerns and answers some of your questions. If you have any further questions on this matter, please do not hesitate to contact us.

Sincerely,

Paula de Sousa
Tyree K. Dorward
for BEST BEST & KRIEGER LLP

PDS/TKD:djg

[1] In addition to the issues associated with simply trying to acquire out-of-boundary property, there would also likely be issues associated with operating certain programs (i.e. pre-school) or other services outside the District's boundaries that we have not addressed in this opinion.

January 13, 2009

To: Board Members

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

Through: Sharon McClain, Superintendent

Subject: Board Approval of a Contract for Producing Enrollment Projections and Student Yield Factors

Pursuant to direction from the Board, district staff solicited proposals from prospective vendors for the purpose of producing enrollment projections for the Del Mar Union School District, updating projections for enrollment at individual school sites within the district, and calculating up to date student yield factors for single and multi-family dwellings within the boundaries of the district.

The district received four proposals from qualified vendors to provide the deliverables described above. The costs for providing these services are represented in the table below:

Vendor	Term	Proposed Cost
Davis Demographics	1 yr.	$15,600
	3 yr.*	$11,808
Dolinka/Decision Insite	1 yr.	$13,971
	3 yr.*	$12,143
SANDAG	1 yr.	$20,800
Total School Solutions	1 yr.	$14,500

*Pricing on multiple year terms for updates on enrollment projections were not requested in the RFP; Davis Demographics and Dolinka/Decision Insite provided multi-year proposals voluntarily.

Since all four of the prospective vendors are considered to be competent and capable of delivering the desired products, based upon the proposed cost for producing the desired updates for enrollment projections, it appears that, if the Board is interested in contracting for a one year term for these products, the contract should be awarded to Dolinka/Decision Insite. If the Board is interested

in contracting for these products for three years, it appears that the contract should be awarded to Davis Demographics. The district has contracted with both of these companies in the past for a variety of purposes; the quality of the work that these companies have produced has been satisfactory or better in all respects.

This item was previously discussed during the regular December meeting of the Board. At that time, there was some doubt about the necessity of obtaining enrollment projections and an up to date student yield calculation at this time. However, since several decisions will need to be made in the near future relative to facilities utilization for the Special Education Pre-school, employee child care and district office facilities, district staff recommends that the Board approve a contract for enrollment projections and the calculation of student yield factors for at least this year so that up to date data is available to assist in making these decisions.

(Subsequent to the discussion of this item on December 10, 2008, Dr. McClain received a written communication from Gregory Davis, President of Davis Demographics, Inc. A copy of that communication is included with this item for the Board's information.)

FISCAL IMPACT:	Revenue:	Unrestricted General Fund Revenue
	Expenditure:	$26,491 remains unencumbered for expenditures of this type in the adopted budget
	Fund Balance:	No change in unrestricted general fund balance.

RECOMMENDED: The Superintendent recommends approval one of the following two contract options:

If the contract is for one year only, the recommended vendor is Dolinka/Decision Insite in the amount of $13,971.

If the contract is for three years, the recommended vendor is Davis Demographics in the amount of $11,808 per year.

Davis Demographics & Planning, Inc.
Educational Facility Planning • Demographic Research • GIS Mapping

December 11, 2008

Dr. Sharon McClain
Superintendent
DEL MAR UNION SCHOOL DISTRICT
225 Ninth Street
Del Mar, CA 92014

Subject: Follow-up from Demographics Discussion at December 10th Board Meeting

Dear Dr. McClain:

On behalf of Scott Torlucci and our staff at Davis Demographics, I would like to thank you for the opportunity to be involved in the discussions at the above Board Meeting regarding our previous demographics work along with our proposal for this year. My understanding in talking with Scott, is that the Board was leaning towards moving forward with ongoing projection updates. I believe this is wise in that we both understand that planning is an ongoing effort and requires constant updating to anticipate future trends that may affect the District.

During the Board Meeting, several topics were raised for which I would like to take this brief opportunity to expand upon or clarify.

- I would hope that everyone at the District realizes our long-standing relationship of 16 years. We started our work master planning the district when only two elementary schools existed and over this time period we have consistently provided accurate data, projections and planning guidance as multiple schools have been brought online.

- It was brought up for discussion at the meeting that we may not have the same online capabilities as the other firm being considered. This is incorrect, as we have a web service/product called SchoolSite Online™. This internet service provides all capabilities (and more) as that of any of our competitors. I have taken the liberty of enclosing a comparison checklist of various applications (both desktop and internet) that we offer compared to those of our competitors. To help demonstrate these capabilities, we are posting your 2007 maps and data on SchoolSite Online as well as SchoolSite Locator™, our parent/staff tool for address lookup and school assignment. We will be in contact with the login information. We would also be pleased to spend some time with you and others you feel may be interested in reviewing these powerful analysis applications. SchoolSite Online is included in our proposal.

- It was mentioned during the meeting, that your inquiries with neighboring districts regarding the other respondent's performance was "lukewarm at best". The trust in the firm you choose and the experience of other Districts is very important. There are a number of other contacts that we could provide to you that have had experience with both firms. I might mention one person in particular...Mr. Eric Hall, the recently retired Assistant Superintendent at San Dieguito UHSD. If you would like his feedback about both firms, he may be reached at 760-602-9352. By the way, San Dieguito UHSD continues to use our SchoolSite desktop mapping application in-house to perform analysis that our competitor's web application cannot.

Dr. McClain, I hope through this letter and our willingness to appear before your Board, you understand our commitment to continuing our successful relationship with the Del Mar District. If you, or others, would like to meet or discuss any aspect of our proposal or our previous work for the District, we would be pleased to do so.

Warm regards,

Gregory H. Davis
President

Cc: Rodger Smith

Compare and See the Difference!

GIS Desktop and Web Applications

Basic Product Functionality Comparison -
DDP's SchoolSite to the DI System

	SchoolSite™ Desktop for ArcGIS™	SchoolSite Online™ Web Application	The DI System Web Application
Map Query, Display and Analysis			
Display students by grade level	YES	YES	YES
Display students by school of attendance	YES	YES	YES
Display students on map using any data attribute field	YES	YES	NO
Summarize on any student attribute field in SIS database	YES	YES	NO
Student open enrollment analysis and reporting	YES	YES	YES
Identify features on the map (i.e. point to student on map and list data record)	YES	YES	NO
View multiple student layers on map at same time	YES	YES	NO
Identify number of students in a specific area of the district	YES	YES	YES
List student records in table	YES	YES	NO
Export selected student records to Excel™	YES	YES	NO
Census / Socio-Economic and Population Forecasts & Reports	optional subscription	YES	YES
Demographic reports with charts can be saved to Adobe PDF or Excel™	YES	YES	NO
User defined study areas for analysis	YES	YES	NO
Student counts by grade range	YES	YES	YES
Report and/or display of students by non-contiguous grade range (ex: K-3 and 7-8)	YES	YES	NO
Color code student points based on any data query	YES	YES	Ethnicity only at Additional Cost[1]
Create buffer a specified distance around a school	YES	YES	YES
User controlled street data display at all zoom levels	YES	YES	NO
View updated color aerial photography (3 ft. resolution)	YES *FREE!*	YES *FREE!*	3rd Party Data at Additional Cost[2]
User can upload local GIS map data from city/county for add'l mapping/analysis	YES	YES	NO
Draw a graphic polygon and save	YES	NO	YES
Draw a graphic polygon and count students	YES-List Recods Also	YES-List Recods Also	YES
Comprehensive map data maintenance and editing capabilities	YES	YES-limited in next release	NO
Geocoding (address-matching) of students by **user** (no vendor intervention)	YES	YES-next release	NO
Complete GIS mapping and spatial analysis tools	YES	NO	NO
Network analysis (routing/directions and student walk distance analysis)	YES	YES-future release	NO
Student Projections			
User creation or updating of enrollment projections	YES-Advanced Modeling	NO	NO
User creation of District-wide projections	YES	NO	NO
User creation of school attendance area projections	YES	NO	NO
User creation of pre-defined study area projections	YES	NO	NO
Access to enrollment forecasts for attendance boundary planning	YES	YES	YES
Attendance Boundary Planning			
Interactive redistricting by reassigning defined planning areas	YES	YES	NO
Redistricting by user drawn graphic for each individual school	NO	NO	YES
Redistricting using enrollment forecasts	YES	YES	YES
Save multiple integrated boundary scenarios	YES	YES	NO
Interactive student statistics window updates automatically during redistricting	YES	YES	NO
Ability to create presentation-quality detailed boundary scenario maps	YES-Extensive Capabilities	YES	YES - limited
Layouts			
Multiple templates for map layouts (ex: title, legend, scale bar, styles, etc.)	YES-Extensive Capabilities	YES	YES
Export maps to many formats (.jpeg, PDF, .bmp, .gif, .tiff, etc.)	YES	YES	NO
Other			
Software installation required	YES	NO	NO
Password required	NO	YES	YES
Multiple users	floating license	web-browser based	web-browser based
Training suggested	YES	YES	YES

Note: The above information is only a partial list of common GIS planning tasks. It should be noted that districts that wish to have extensive analysis and mapping tools should consider desktop software in-house since DDP is not aware of any web-based applications that will approach the functionality offered by locally installed software and data. The above information is based upon DDP's current available knowledge of the market.

[1] Other custom attributes at additional fee. [2] Updated aerial photography at additional fee through outside vendor.

ddp
Davis Demographics & Planning, Inc.
www.davisdemographics.com (888) DDP-GIS1

IMPROVING EDUCATION THROUGH BETTER PLANNING

January 15, 2009

To: Board Members

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

Through: Sharon McClain, Superintendent

Subject: Board Appointment of a Commercial Agent or Agents to Represent the Del Mar Union School District in the Search for New District Office Facilities

Prior to the Thanksgiving holiday, Requests for Qualifications (RFQ) for commercial real estate services were sent out to seven prospective companies. The District received three proposals from qualified agents. The companies represented by the agent are Colliers International, Grubb and Ellis, and Cushman and Wakefield. On January 7, the agents who submitted proposals were interviewed by Katherine White, Steven McDowell and Rodger Smith. Following the interviews, reference checks were made on two of the groups of agents who responded to the RFQ.

Based upon the information that was collected from the proposals submitted by the agents, the interviews of the agents and reference checks, district staff recommends the appointment of Chuck Wasker and Mark Kagan to represent the District is its search for new district office facilities. Although all of the agents appeared to have the requisite abilities to represent the District well, the team of Mr. Wasker and Mr. Kagan is recommended because of Mr. Wasker's experience in working with the American Red Cross of San Diego and Imperial Counties on several real estate transactions that included acquisition of a facility to serve as Red Cross central headquarters in San Diego. Through this experience, Mr. Wasker was required to interface regularly with the Board of Directors of the Red Cross. The success that he enjoyed working with the public sector organization of the Red Cross received the highest recommendation from Joe Craver, CEO of the American Red Cross of San Diego and Imperial Counties.

FISCAL IMPACT:	Due to the fact that compensation for the agents will derived from the sale of a real estate asset, there will no fiscal impact to the District.
RECOMMENDED:	The Superintendent recommends the appointment of Chuck Wasker and Mark Kagan to represent the Del Mar Union School District in the Search for New District Office Facilities.

9.3

January 13, 2009

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
Library books valued at $100.00	Sycamore Ridge	Karla Cohen
$1,949.56	Carmel Del Mar	PTA
$329.91	Sycamore Ridge	PTA

FISCAL IMPACT:

Revenue: A total of $2,279.47 has been received by the Del Mar Union School District as donations. The 2008/2009 site fundraising revenue budgets have been increased by $2,279.47 for school sites as indicated above.

Expenditure: The 2008/2009 site fundraising expenditure budgets have been increased by $2,279.47 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

January 13, 2009

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 $220,856.11. It is also recommended that the Board of Trustees ratifies the commercial warrants listed in the amount of $609,326.13 and ratifies the revolving cash disbursements listed in the amount of $3,594.88.

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

Signed

1/14/09
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
101023	12/10/08	03	COMPETITIVE EDGE LCD PROJECTOR	006	INST MAT/SUP GEN PURPOSE	$323.25
101806	12/01/08	03	MISSION SAN JUAN CAPISTRANO	003	FIELD TRIP	$592.00
101807	12/02/08	03	FAGEN FRIEDMAN & FULFROST, LLP	013	TRAVEL AND CONFERENCES	$40.00
101808	12/02/08	03	CSBA	013	TRAVEL AND CONFERENCES	$39.00
101809	12/02/08	06	TRENT TRACY	008	INST MAT/SUP GEN PURPOSE	$56.85
101810	12/02/08	06	LYONS MUSIC	007	INST MAT/SUP GEN PURPOSE	$891.95
101811	12/02/08	06	STAPLES	007	INST MAT/SUP GEN PURPOSE	$40.96
101812	12/02/08	03/06	GOPHER SPORT	005	INST MAT/SUP GEN PURPOSE	$1,394.74
101813	12/02/08	03/06	SPORTIME	005	INST MAT/SUP GEN PURPOSE	$241.18
101814	12/02/08	06	SPORT SUPPLY GROUP	008	INST MAT/SUP GEN PURPOSE	$80.70
101815	12/02/08	06	GREAT LAKES SPORTS	008	INST MAT/SUP GEN PURPOSE	$200.95
101816	12/02/08	63	ROBERT CRAIG	060	CHILD CARE REFUND	$363.30
101817	12/02/08	63	ANDY VANDERWIEL	060	CHILD CARE REFUND	$455.80
101818	12/02/08	63	VENUGOPAL RAVEENDRAN	060	CHILD CARE REFUND	$239.05
101819	12/02/08	03	SHEILA WEINBERG	011	TRAVEL AND CONFERENCES	$100.00
101820	12/02/08	06	LAKESHORE LEARNING MATERIALS	011	INST MAT/SUP GEN PURPOSE	$387.28
101821	12/02/08	06	DISCOUNT SCHOOL SUPPLY	011	INST MAT/SUP GEN PURPOSE	$180.78
101822	12/02/08	03	KRISTINE PIKE	006	$100 TEACHER STIPEND	$90.00
101823	12/02/08	03	COACH USA	009	INST MAT/SUP GEN PURPOSE	$792.36
101824	12/03/08	03	JONATHON GUERTIN	001	TRAVEL AND CONFERENCES	$672.96
101825	12/03/08	03	ARENSON OFFICE FURNITURE	001	EQUIPMENT	$30,330.98
101826	12/04/08	03	SPORT SUPPLY GROUP	005	ESC/PE MATERIALS AND SUPPLI	$60.25
101827	12/04/08	03	RICOH AMERICAS CORP	004	INST MAT/SUP GEN PURPOSE	$106.77
101828	12/04/08	03	OFFICE DEPOT, B.S.D.	004	INST MAT/SUP GEN PURPOSE	$200.00
101829	12/04/08	63	HOLLANDIA DAIRY	060	SNACKS CHILD DEV	$120.41
101830	12/04/08	03	SHELLEY PETERSEN	006	INST MAT/SUP GEN PURPOSE	$90.45
101831	12/04/08	03	CYNTHIA HUFFSTUTTER	006	$100 TEACHER STIPEND	$90.00
101832	12/04/08	03	NAN APOSHIAN	006	$100 TEACHER STIPEND	$90.00
101833	12/04/08	03	INTEGRATIONS	009	$100 TEACHER STIPEND	$87.10
101834	12/04/08	06	ACADEMIC SUPPLIER	010	INST MAT/SUP GEN PURPOSE	$587.49
101835	12/04/08	06	LAKESHORE LEARNING MATERIALS	010	INST MAT/SUP GEN PURPOSE	$405.08
101836	12/04/08	06	CRIZMAC, ART & CULTURAL	006	INST MAT/SUP GEN PURPOSE	$1,346.74
101837	12/04/08	03	FOLLETT LIBRARY RESOURCES	003	INST SUPP-LIBRARY A.V.	$802.55
101838	12/04/08	03	SHATTO & SONS	003	IRON DOLPHIN RUN CLUB	$823.29
101839	12/04/08	06	RENAISSANCE LEARNING, INC.	012	NON-CAPITALIZED EQUIPMENT	$5,420.46
101840	12/04/08	06	AMERICAN COUNCIL ON THE	012	OTHER CONTRACTS	$2,750.00
101841	12/04/08	03	DAY-TIMERS, INC.	013	OFFICE SUPPLIES	$74.32
101842	12/04/08	03	NECC 2009	001	TRAVEL AND CONFERENCES	$295.00
101843	12/04/08	03	CDW-G	001	COMPUTER SUPPLIES	$230.04
101844	12/04/08	03	SCHOOL SERVICES OF CALIF., INC	001	TRAVEL AND CONFERENCES	$350.00
101845	12/04/08	03	ARENSON OFFICE FURNITURE	001	NON-CAPITALIZED EQUIPMENT	$2,673.28
101846	12/05/08	03	CITY OF SAN DIEGO TREASURER	001	SD JOINT MAINT	$5,006.45
101847	12/08/08	06	SOPHIA DESANTIS	004	INST MAT/SUP GEN PURPOSE	$65.82
101848	12/08/08	06	CRISTIN EBRIGHT	004	INST MAT/SUP GEN PURPOSE	$243.77
101849	12/08/08	03	IDENTITY MARKETING	004	MUSIC SUPPLIES	$587.24
101850	12/08/08	03	MATRIX INGENUITY INC.	005	INST MAT/SUP GEN PURPOSE	$57.70
101851	12/08/08	03	LINDA DUGGER	005	FUNDRAISER	$424.11
101852	12/08/08	03	SHERRIE MORRISON	005	$100 TEACHER STIPEND	$90.00
101853	12/08/08	03	SOUTHWEST SCHOOL SUPPLY	005	INST MAT/SUP GEN PURPOSE	$149.56
101854	12/08/08	03	HEINEMANN LIBRARY/CLASSROOM	005	INST MAT/SUP GEN PURPOSE	$213.07
101855	12/08/08	03	AMAZON.COM CREDIT	005	INST MAT/SUP GEN PURPOSE	$618.53
101856	12/08/08	03	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	$255.13

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101857	12/08/08	03	COMMUNICATIONS USA	005	INST MAT/SUP GEN PURPOSE	$701.97
101858	12/08/08	06	FUN & FUNCTION	011	INST MAT/SUP GEN PURPOSE	$96.29
101859	12/08/08	03	NASCO MODESTO	006	CLASSROOM DONATIONS	$328.87
101860	12/11/08	03/06	LIBERTY PAPER	013	OFFICE SUPPLIES	$680.33
101861	12/11/08	03	OFFICE DEPOT, B.S.D.	006	INST MAT/SUP GEN PURPOSE	$168.59
101862	12/11/08	03	DISNEYLAND/CALIF ADVENTURE	004	FIELD TRIP	$2,313.00
101863	12/11/08	06	UMA (LAKSHMY) KRISHNAN	007	INST MAT/SUP GEN PURPOSE	$954.27
101864	12/11/08	03	EVERYDAY/MCGRAW-HILL	004	INST MAT/SUP GEN PURPOSE	$98.60
101865	12/11/08	03	BECKY ZEBOLD	006	INSTR SUPPLIES-SCIENCE	$205.55
101866	12/11/08	13	COUNTY OF SAN DIEGO DEPT. OF	001	OTHER EXPENSES	$126.00
101867	12/11/08	06	MARJORIE BLOCK	001	OTHER CONTRACTS	$10,768.16
101868	12/11/08	03/06	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	$344.10
101869	12/12/08	03	BECKY ZEBOLD	006	$100 TEACHER STIPEND	$90.00
101870	12/12/08	03	PAM KYLE	006	$100 TEACHER STIPEND	$90.00
101871	12/12/08	03	LINDA TUCKER	003	BOOKS OTHER THAN TEXTBOOKS	$31.88
101872	12/12/08	63	DIGITAL ONE PRINTING, INC.	060	PRINTING EXPENSE	$2,102.63
101873	12/12/08	03	SDCOE	013	OFFICE SUPPLIES	$219.81
101874	12/12/08	03	OFFICE DEPOT, B.S.D.	008	INST MAT/SUP GEN PURPOSE	$1,500.00
101875	12/12/08	13	COSTCO BUSINESS DELIVERY	001	MATERIALS AND SUPPLIES	$198.93
101876	12/12/08	13	P&R PAPER SUPPLY	001	MATERIALS AND SUPPLIES	$70.95
101877	12/12/08	13	CENTRAL RESTAURANT PRODUCTS	001	MATERIALS AND SUPPLIES	$144.07
101878	12/12/08	13	SMART CARD SUPPLY	001	MATERIALS AND SUPPLIES	$376.91
101879	12/12/08	03	KATIE SHANAHAN	012	MILEAGE REIMBURSEMENT	$157.25
101880	12/12/08	03	FOLLETT EDUCATIONAL SERVICES	009	BOOKS OTHER THAN TEXTBOOKS	$1,713.47
101881	12/12/08	63	ALLIE TRUE	060	MILEAGE REIMBURSEMENT	$47.56
101882	12/15/08	03	KAREN WESTBROOK	010	INST MAT/SUP GEN PURPOSE	$200.00
101883	12/15/08	03	TANYA LUBOMUDROV	010	$100 TEACHER STIPEND	$90.00
101884	12/15/08	03	SHASTA LANDSCAPING INC.	001	OTHER CONTRACTS	$2,000.00
101885	12/15/08	03	JONATHON GUERTIN	001	COMPUTER SUPPLIES	$299.25
101886	12/15/08	03	LEGOLAND	006	FIELD TRIP	$450.00
101887	12/15/08	03	MARY ANN LOES	006	$100 TEACHER STIPEND	$90.00
101888	12/15/08	63	ISMAIL SENCAN	060	CHILD CARE REFUND	$391.99
101889	12/15/08	06	LEARNING HEADQUARTERS	007	TRAVEL AND CONFERENCES	$250.00
101890	12/15/08	03	COACH USA	004	FIELD TRIP	$1,008.19
101891	12/15/08	03	KINKO'S	001	PRINTING EXPENSE	$235.72
101892	12/15/08	06	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	$51.89
101893	12/15/08	06	GOPHER SPORT	007	INST MAT/SUP GEN PURPOSE	$40.98
101894	12/15/08	03	THOMSON-WEST/BARCLAYS	001	OFFICE SUPPLIES	$283.00
101895	12/15/08	03	BRIGIDA HASLER	009	$100 TEACHER STIPEND	$90.00
101896	12/15/08	03	THE STOPPER GROUP	005	EQUIP REPAIR	$212.50
101897	12/15/08	03	ORANGE COUNTY	004	INST MAT/SUP GEN PURPOSE	$4.63
101898	12/15/08	03	ARMSTRONG PRODUCTS	008	INST MAT/SUP GEN PURPOSE	$82.64
101899	12/15/08	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	$1,258.36
101900	12/15/08	03	APPLE COMPUTER, INC.	008	BOOKS OTHER THAN TEXTBOOKS	$2,273.53
101901	12/15/08	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	$958.72
101902	12/15/08	03	LIBRARYSPARKS	006	BOOKS OTHER THAN TEXTBOOKS	$59.95
101903	12/15/08	03	STUDENT SUPPLY COMPANY	010	CLASSROOM DONATIONS	$191.15
101904	12/15/08	03	ACSA	010	TRAVEL AND CONFERENCES	$560.00
101905	12/15/08	03	SCHOOL SPECIALTY	009	INST MAT/SUP GEN PURPOSE	$103.78
101906	12/15/08	03	LRP PUBLICATIONS	011	PERIODICALS/INSTRUCTIONAL	$299.93
101907	12/15/08	06	JENNIFER HAVLAT	011	INST MAT/SUP GEN PURPOSE	$107.63
101908	12/15/08	06	RACHEL JOHNSON	011	MILEAGE REIMBURSEMENT	$8.20

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101909	12/15/08	03	SHERRIE MORRISON	011	MILEAGE REIMBURSEMENT	$13.16
101910	12/15/08	06	HEINEMANN PROFESSIONAL	009	TRAVEL AND CONFERENCES	$169.00
101911	12/15/08	03	SDCOE	001	OFFICE SUPPLIES	$197.14
101912	12/15/08	03	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	$150.63
101913	12/15/08	03	STAPLES	008	BOOKS OTHER THAN TEXTBOOKS	$30.34
101914	12/15/08	03	COMPETITIVE EDGE LCD PROJECTOR	006	INST MAT/SUP GEN PURPOSE	$323.25
101915	12/15/08	03	STAPLES	022	OFFICE SUPPLIES	$79.42
101916	12/16/08	03	AMTRAK GROUP SALES	006	FIELD TRIP	$807.00
101917	12/16/08	03	OFFICE DEPOT, B.S.D.	004	INST MAT/SUP GEN PURPOSE	$134.68
101918	12/16/08	06	ORIENTAL TRADING CO.	008	INST MAT/SUP GEN PURPOSE	$64.54
101919	12/16/08	03	SHADLEY PASTOR	008	$100 TEACHER STIPEND	$90.00
101920	12/16/08	03	JUST ASK PUBLICATIONS	009	INST MAT/SUP GEN PURPOSE	$411.54
101921	12/16/08	03	ELLISON EDUCATIONAL EQUIPMENT	009	INST MAT/SUP GEN PURPOSE	$153.08
101922	12/16/08	03	COACH USA	006	FIELD TRIP	$935.06
101923	12/16/08	03	PAMELA A. BARGER	005	$100 TEACHER STIPEND	$90.00
101924	12/16/08	03	CINDA PECK	005	MUSIC SUPPLIES	$321.27
101925	12/16/08	03	APPLE COMPUTER, INC.	001	NON CAPITALIZED COMP EQUIP	$1,341.49
101926	12/16/08	06	A O REED & CO.	001	REPAIRS BLDGS/GRNDS	$8,000.00
101927	12/16/08	06	BAKER ELECTRIC	001	REPAIRS BLDGS/GRNDS	$8,000.00
101928	12/16/08	06	CONTINENTAL MATHEMATICS LEAGUE	007	INST MAT/SUP GEN PURPOSE	$75.00
101929	12/16/08	06	AKT, INC.	006	INST MAT/SUP GEN PURPOSE	$1,056.04
101930	12/16/08	06	SPORTIME	008	INST MAT/SUP GEN PURPOSE	$430.98
101931	12/16/08	03/06	SDCOE	013	OFFICE SUPPLIES	$205.23
101932	12/16/08	06	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	$355.94
101933	12/16/08	06	ACP DIRECT	008	INST MAT/SUP GEN PURPOSE	$106.35
101934	12/16/08	03	FOLLETT EDUCATIONAL SERVICES	009	TEXTBOOKS	$47.02
101935	12/16/08	03	LIBRARY VIDEO COMPANY	008	INST SUPP-LIBRARY A.V.	$1,081.96
101936	12/16/08	03	100% EDUCATIONAL VIDEOS INC	008	INST SUPP-LIBRARY A.V.	$150.36
101937	12/16/08	03	ORIENTAL TRADING CO.	011	MISC. SUPPLIES	$159.29
101938	12/16/08	03	WENDY MCCARLEY	011	MILEAGE REIMBURSEMENT	$35.57
101939	12/16/08	06	RACHEL JOHNSON	011	INST MAT/SUP GEN PURPOSE	$25.80
101940	12/16/08	06	HAWTHORNE EDUCATIONAL SERVICE	011	INST MAT/SUP GEN PURPOSE	$635.85
101941	12/16/08	06	SHIHONG MA	011	MILEAGE REIMBURSEMENT	$157.95
101942	12/16/08	06	ABILITATIONS	011	INST MAT/SUP GEN PURPOSE	$28.22
101943	12/16/08	63	CHRISTIANA OCONNOR	060	INST SUPPLIES CHILD DEV	$130.26
101944	12/16/08	63	JANAN TAOVIL	060	MILEAGE REIMBURSEMENT	$91.20
101945	12/16/08	63	S&S WORLD WIDE	060	INST SUPPLIES CHILD DEV	$171.83
101946	12/16/08	63	DISCOUNT SCHOOL SUPPLY	060	INST SUPPLIES CHILD DEV	$95.33
101947	12/16/08	63	ORIENTAL TRADING CO.	060	INST SUPPLIES CHILD DEV	$62.45
101948	12/16/08	63	CHARLEY JACOB	060	MILEAGE REIMBURSEMENT	$85.59
101949	12/16/08	63	DIGITALPRO, INC.	060	PRINTING EXPENSE	$1,889.66
101950	12/16/08	63	SPORT SUPPLY GROUP	060	GEN SUPPLIES CHILD DEV	$50.66
101951	12/16/08	06	STAPLES	011	INST MAT/SUP GEN PURPOSE	$233.79
101952	12/16/08	06	DINA IRWIN	011	TRAVEL AND CONFERENCES	$395.00
101953	12/16/08	06	LINDA WHEELER	004	TRAVEL AND CONFERENCES	$81.32
101954	12/16/08	06	LINDA WHEELER	004	TRAVEL AND CONFERENCES	$20.10
101955	12/16/08	03	COACH USA	006	FIELD TRIP	$1,410.04
101956	12/16/08	03	DISCOVERY EDUCATION	001	OTHER CONTRACTS	$1,570.00
101957	12/16/08	03	CENTRAL RESTAURANT PRODUCTS	013	MISC. SUPPLIES	$240.87
101958	12/18/08	03	LLOYD PEST CONTROL	001	OTHER CONTRACTS	$9,180.00
101959	12/18/08	03	ETS EDUCATIONAL TESTING	012	TESTING SUPPLIES	$2,015.88
101960	12/18/08	03	ALEKS CORPORATION	005	INST MAT/SUP GEN PURPOSE	$120.00

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
101961	12/18/08	03	APPLE COMPUTER, INC.	001	NON CAPITALIZED COMP EQUIP	$26,787.30
101962	12/18/08	03	AREY JONES EDUCATIONAL	001	NON CAPITALIZED COMP EQUIP	$3,300.04
101963	12/22/08	03	BEST BEST & KRIEGER ATTORNEYS	001	LEGAL FEES	$1,402.64
101964	12/22/08	03	ADVANCED LAMPS	004	INST MAT/SUP GEN PURPOSE	$347.30
101965	12/22/08	03	BOUND TO STAY BOUND BOOKS INC	005	BOOKS OTHER THAN TEXTBOOKS	$3,855.75
101966	12/22/08	06	CALIF FUTURE PROBLEM SOLVING	010	INST MAT/SUP GEN PURPOSE	$1,150.00
101967	12/22/08	06	SCHOLASTIC BOOK CLUBS, INC.	010	INST MAT/SUP GEN PURPOSE	$263.45
101968	12/22/08	06	RIGBY CUSTOMER SERVICE	010	INST MAT/SUP GEN PURPOSE	$895.84
101969	12/22/08	06	SOUTHLAND TECHNOLOGY	008	INST MAT/SUP GEN PURPOSE	$916.61
101970	12/22/08	06	TRENT TRACY	008	INST MAT/SUP GEN PURPOSE	$45.26
101971	12/22/08	06	PROJECTOR LAMP CENTER	008	INST MAT/SUP GEN PURPOSE	$28.75
101972	12/22/08	06	LEARNING HEADQUARTERS	006	TRAVEL AND CONFERENCES	$750.00
101973	12/22/08	06	DISCOUNT SCHOOL SUPPLY	008	INST MAT/SUP GEN PURPOSE	$21.04
101974	12/22/08	06	AMAZON.COM CREDIT	008	INST MAT/SUP GEN PURPOSE	$70.16
101975	12/22/08	06	TINA JOHNSON	008	INST MAT/SUP GEN PURPOSE	$43.06
101976	12/22/08	06	CITY CREEK PRESS	007	INST MAT/SUP GEN PURPOSE	$29.45
101977	12/22/08	06	MEMORY JOGGERS	007	INST MAT/SUP GEN PURPOSE	$91.15
101978	12/22/08	06	US-GAMES	010	INST MAT/SUP GEN PURPOSE	$305.51
101979	12/22/08	06	GOPHER SPORT	010	INST MAT/SUP GEN PURPOSE	$131.89
101980	12/22/08	03	ANDERSON'S IT'S ELEMENTARY	005	ZOO CREW	$297.09
101981	12/22/08	03	FRED BETTIG	008	$100 TEACHER STIPEND	$90.00
101982	12/22/08	03	DAVID JONES	005	MILEAGE REIMBURSEMENT	$427.40
101983	12/22/08	03	TROXELL COMMUNICATIONS	005	INST MAT/SUP GEN PURPOSE	$104.64
101984	12/22/08	03	ANDERSON'S IT'S ELEMENTARY	005	FUNDRAISER	$218.07
101985	12/22/08	06	BERTRAND'S MUSIC MART	003	INST MAT/SUP GEN PURPOSE	$1,260.53
101986	12/22/08	06	BERTRAND'S MUSIC MART	003	INST MAT/SUP GEN PURPOSE	$182.00
101987	12/22/08	03	PAIGE ROLLINS	003	$100 TEACHER STIPEND	$90.00
101988	12/22/08	03	COACH USA	005	FIELD TRIP	$792.36
101989	12/22/08	03	DONNA KURIYAMA	003	INST MAT/SUP GEN PURPOSE	$70.37
101990	12/22/08	03	NATIONAL COUNCIL OF TEACHERS	006	INST MAT/SUP GEN PURPOSE	$168.00
101991	12/22/08	63	DUSTIN WEBSTER	060	MILEAGE REIMBURSEMENT	$92.66
101992	12/22/08	63	ROSEANN REYES	060	MILEAGE REIMBURSEMENT	$56.16
101993	12/22/08	03	AD IMPACT	009	INST MAT/SUP GEN PURPOSE	$364.00
101994	12/22/08	13	RICOH AMERICAS CORP	013	MATERIALS AND SUPPLIES	$569.44
101995	12/22/08	06	JDL DEVELOPMENT INC	001	REPAIRS BLDG/GRND-HILLS	$1,070.00
101996	12/22/08	06	AIR AMERICA TESTING	001	REPAIRS BLDG/GRND-HILLS	$1,159.00
101997	12/22/08	03	ZOOLOGICAL SOCIETY-SAN DIEGO	009	INST MAT/SUP GEN PURPOSE	$250.00
101998	12/22/08	06	AZTEC APPLIANCE	001	REPAIRS BLDG/GRND-HILLS	$38.95
101999	12/22/08	06	BEARCOM, INC.	001	MAINT SUPPLIES	$219.23
102000	12/22/08	06	DAVID N. ROBERSON INSTALLATION	001	REPAIRS BLDG/GRND-CDM	$450.00
102001	12/22/08	06	DEL MAR HEIGHTS ROAD SHELL	001	REPAIRS TO VEHICLES	$3,000.00
102002	12/22/08	03	THE SPRINKLER DOCTOR	001	REPAIR GRNDS/LANDSCAPING	$1,013.00
102003	12/22/08	06	ZASUETA CONTRACTING, INC.	001	REPAIRS BLDG/GRND-CDM	$350.00
102004	12/22/08	03	DISCOVERY EDUCATION	001	OTHER CONTRACTS	$1,570.00
102005	12/22/08	03	APPLE COMPUTER, INC.	009	INST MAT/SUP GEN PURPOSE	$105.92
102006	12/22/08	03	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	$440.91
102007	12/22/08	03	ENABLING DEVICES	005	INST MAT/SUP GEN PURPOSE	$221.36
102008	12/22/08	03	CATHERINE GILBERT	006	$100 TEACHER STIPEND	$90.00
102009	12/22/08	03	TINA JOHNSON	008	$100 TEACHER STIPEND	$90.00
102010	12/22/08	03	STUDENT SUPPLY COMPANY	008	FUNDRAISER	$270.34
102011	12/23/08	06	JANET LEUTEL	011	TRAVEL AND CONFERENCES	$169.00
102012	12/29/08	06	A O REED & CO.	001	REPAIRS BLDG/GRND-HILLS	$3,752.00

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
102013	12/29/08	06	JANUS CORPORATION	001	REPAIRS BLDG/GRND-HILLS	$4,107.00
102014	12/29/08	03	WAXIE	001	CUSTODIAL SUPPLIES/DO	$102.15
102015	12/29/08	06	AREY JONES EDUCATIONAL	004	NON-CAPITALIZED EQUIPMENT	$1,650.02
102016	12/29/08	06	AIR AMERICA TESTING	001	OTHER EXPENSES	$5,000.00
102017	12/29/08	06	T P ACOUSTICS, INC.	001	REPAIRS BLDG/GRND-HILLS	$3,250.00
102018	12/29/08	06	FIREHAWK	001	REPAIRS BLDG/GRND-SAGE	$201.24
102019	12/30/08	03/06	SDE (STAFF DEVELOPMENT FOR	001	OTHER CONTRACTS	$4,401.00
102020	12/30/08	06	SHARON CRIGER, RPT	001	PT - SPECIAL ED	$2,000.00

REPORT TOTAL $220,856.11

DEL MAR UNION SCHOOL DISTRICT

COMMERCIAL WARRANT LISTING

December 1 - 31, 2008

FUND	DATE	WARRANT #	AMOUNT
FUND 03 & 06			
	12/5/2008	569878-569967	$ 206,537.50
	12/9/2008	572925-572948	$ 23,287.67
	12/11/2008	574428-574440	$ 30,942.27
	12/12/2008	575467-575503	$ 126,880.00
	12/16/2008	576806-576825	$ 51,526.47
	12/17/2008	577677-577704	$ 9,770.19
	12/19/2008	579441-579493	$ 57,316.62
GENERAL FUND TOTAL			**$ 506,260.72**
FUND 13	12/5/2008	569968-569971	$ 88,479.30
Cafeteria	12/9/2008	572949	$ 287.88
	12/11/2008	574441	$ 422.48
	12/12/2008	575504	$ 126.00
	12/16/2008	576826	$ 278.00
	12/19/2008	579494	$ 198.93
FUND 14			
Deferred Maintenance			
FUND 25-19			
Developer Fees			
FUND 35-00			
State School Building Project			
FUND 40			
Special Reserve-Capital			
FUND 63	12/5/2008	569972-569983	$ 5,519.19
Other Enterprise - Child Development	12/9/2008	572950-572954	$ 561.37
	12/12/2008	575505-575509	$ 963.12
	12/16/2008	576827-576829	$ 713.51
	12/17/2008	577705-577708	$ 4,337.55
	12/19/2008	579495-579497	$ 1,178.08
FUND 73-20			
Foundation Trust			
OTHER FUND TOTAL			**$ 103,065.41**
GRAND TOTAL			**$ 609,326.13**

DEL MAR UNION SCHOOL DISTRICT

Revolving Cash Fund December 1 - 31, 2008

Date	Check No	Payee	Purpose	Amount		Account #
12/1/08	8513	Bolton & Company Insurance	6th grade camp insurance for Carmel Del Mar	38.40		03-00 0000-755 1110 1000 5800-010 045
12/3/08	8514	NCEPC	other expense - December Holiday Brunch meeting	18.50		03-00 0000-504 0000 7200 5800-080 045
12/3/08	8515	Rodger Smith	other expense - Collective Bargaining	96.95		03-00 0000-503 0000 7200 5800-080 040
12/3/08	8516	Darlene Nadlonek	other expense - Collective Bargaining	130.12		03-00 0000-503 0000 7200 5800-080 040
12/3/08	8517	Dena Whittington	misc. supplies	31.19		03-00 0000-504 0000 7200 4300-089 045
12/3/08	8518	Randy Wheaton	maintenance supplies	58.24		06-00 8150-640 0000 8110 4300-600 045
12/3/08	8519	Charlene Komosinski	child care instructional supplies	74.85		63-00 0000-000 0000 6000 4300-066 066
12/3/08	8519	Charlene Komosinski	child care general supplies	38.64		63-00 0000-000 0000 6000 4300-067 066
12/3/08	8520	Sherry Forte	misc. supplies	73.41		03-00 0000-500 0000 7100 4300-089 040
12/3/08	8521	Katie Shanahan	travel/conference	61.57		03-00 0000-018 0000 2140 5200-000 040
12/3/08	8522	Treigh Mulvaney	child nutrition refund	13.50		13-00 5310-000 0000 0000 8432-002 000
12/8/08	8523	VOID				
12/8/08	8524	Bolton & Company Insurance	6th grade camp insurance for Sage Canyon	61.80		06-00 0000-755 1110 1000 5800-010 045
12/11/08	8525	Yuhwen Lin	child nutrition refund	90.00		13-00 5310-000 0000 0000 8634-000 000
12/11/08	8526	Eric Osicki	mileage	57.10		03-00 0000-755 1110 1000 5200-025 045
12/11/08	8527	Jennifer Brown	mileage	57.10		03-00 0000-755 1110 1000 5200-025 045
12/11/08	8528	Paula Intravaia	Cesar Chavez Service Learning Group	87.66		03-00 0000-005 1110 1000 4300-031 005
12/11/08	8529	Eve Vance	mileage	23.40		03-00 0000-420 0000 2100 5200-025 040
12/11/08	8530	Mark Greany	child care tuition refund - summer camp	40.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8531	Anthony Rugiero	child care tuition refund - summer camp	55.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8532	Neil Naughton	child care tuition refund - summer camp	79.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8533	Paul Dubia	child care tuition refund - summer camp	69.10		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8534	Steve Klugherz	child care tuition refund - summer camp	65.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8535	Donald Lain	child care tuition refund - summer camp	117.60		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8536	Mark Handzel	child care tuition refund - summer camp	15.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8537	Brendon Hayes	child care tuition refund - summer camp	30.00		63-00 0000-000 0000 0000 8699-067 000
12/11/08	8538	Paul Harman	child care tuition refund - school age	189.10		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8539	Josephine Lee	child care tuition refund - school age	16.45		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8540	Denis Nazarenkov	child care tuition refund - school age	89.35		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8541	Brad Schnierow	child care tuition refund - school age	34.00		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8542	John Roy	child care tuition refund - school age	72.85		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8543	Jeff Pocock	child care tuition refund - school age	133.55		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8544	Jim McFarland	child care tuition refund - school age	31.15		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8545	David Yue	child care tuition refund - school age	49.80		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8546	Limeng Yu	child care tuition refund - school age	28.60		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8547	Douglas Austin	child care tuition refund - school age	89.79		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8548	Simon Awwad	child care tuition refund - school age	68.50		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8549	Christopher Calhoun	child care tuition refund - school age	141.70		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8550	Massoud Sammak	child care tuition refund - school age	95.20		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8551	Thomas Ingrassia	child care tuition refund - school age	52.75		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8552	John Hadaya	child care tuition refund - school age	49.80		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8553	Gordon Curran	child care tuition refund - school age	125.10		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8554	Evan Shoman	child care tuition refund - school age	114.25		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8555	David Marion	child care tuition refund - school age	8.20		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8556	Colleen Woelfel	child care tuition refund - school age	4.00		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8557	Praveen Yaramada	child care tuition refund - school age	3.60		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8558	Aditya Sobti	child care tuition refund - school age	5.10		63-00 0000-000 0000 0000 8699-066 000

Date	Check No	Payee	Purpose	Amount		Account #
12/11/08	8559	Richard Caterina	child care tuition refund - school age	8.30		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8560	Al Baghbek	child care tuition refund - school age	5.00		63-00 0000-000 0000 0000 8699-066 000
12/11/08	8561	David Simonetti	child care tuition refund - school age	12.30		63-00 0000-000 0000 0000 8699-066 000
12/15/08	8562	Janet Bernard	office supplies	69.48		03-00 0000-502 0000 7200 4300-046 040
12/15/08	8563	Darlene Nadlonek	mileage	60.61		03-00 0000-503 0000 7200 5200-025 040
12/15/08	8564	Paulette Anderson	mileage	35.03		03-00 0000-504 0000 7200 5200-025 040
12/15/08	8565	Alex Aguiar	child care tuition refund - school age	83.30		63-00 0000-000 0000 0000 8699-066 000
12/15/08	8566	Shelley DeVries Gerber	child care tuition refund - school age	91.60		63-00 0000-000 0000 0000 8699-066 000
12/29/08	8567	Therese Pollack	6th grade camp refund - Carmel Del Mar	295.00		03-00 0000-000 0000 0000 8699-755 000
11/25/08		Union Bank	analysis deficit	24.80		03-00 0000-504 0000 7200 5800-080 045
11/28/08		Union Bank	interest earned	(0.72)		03-00 0000-504 0000 7200 5800-080 045
12/26/08		Union Bank	analysis deficit	25.09		03-00 0000-504 0000 7200 5800-080 045
12/31/08		Union Bank	interest earned	(0.88)		03-00 0000-504 0000 7200 5800-080 045
			TOTAL	3,594.88		

January 13, 2009

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 Heights	Sarah Sutton	Vocal coaching and part selection for 6th grade play. Piano accompaniment for the play	$2,400.00	Fundraising
Ocean Air	Rosalind Richards	Flute/clarinet/saxophone coach February – May, 2009	$2,000.00	SIP

FISCAL IMPACT:
- Revenue: 2008/2009 unrestricted general fund and restricted fund as indicated above.
- Expenditure: 2008/2009 unrestricted general fund and restricted fund as indicated above.
- Fund Balance: No change to the fund balance.

RECOMMENDED: The Superintendent recommends approval of site performance agreements.

*10.3

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of Agreement Between Jill Weckerly, Ph.D. and the Del Mar Union School District

Staff is seeking approval of agreement with Jill Weckerly, Ph.D. to provide neuropsychological assessments for District special needs children between January 21, 2009 and June 30, 2009 in the amount of $7,000.00. District staff reviewed student needs and has determined that services are required at this time.

The agreement for this service is available for review at the Del Mar Union School District Office.

FISCAL IMPACT:

Revenue:	Restrict 2008/2009 Special Education revenue.
Expenditure:	Restricted 2008/2009 Special Education budget.
Fund Balance:	There will be no change to the restricted special education budget.

RECOMMENDED: The Superintendent recommends approval of the agreement between Jill Weckerly, Ph.D. and the Del Mar Union School District.

*10.4

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Ratification of Addendum to Agreement Between Jodie K. Schuller and Associates and the Del Mar Union School District

The Board approved a contract between Jodie K. Schuller and the District at the regular board meeting on July 30, 2008 in the amount of $5,000.00. The contract included only one of Jodie K. Schuller and Associates hourly rates. This addendum was added to the contract to include the entire fee schedule and does not increase the not to exceed amount of $5,000.00. The addition of the fee schedule was required to allow timely payment for services already performed and therefore, processed prior to board approval. District staff is requesting ratification of the addendum at this time.

The addendum for this service is available for review at the Del Mar Union School District Office.

FISCAL IMPACT:

Revenue:	Restrict 2008/2009 Special Education revenue.
Expenditure:	Restricted 2008/2009 Special Education budget.
Fund Balance:	There will be no change to the restricted special education budget.

RECOMMENDED: The Superintendent recommends ratification of the addendum between Jodie K. Schuller and the Del Mar Union School District.

*10.5

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Ratification of Addendum to Agreement Between Marjorie Block, Occupational Therapy Services and the Del Mar Union School District

The Board approved a contract between Marjorie Block, Occupational Therapy Services and the District at the special board meeting on August 8, 2008 in the amount of $25,000.00. The contract included only one of Marjorie Block's hourly rates. This addendum was added to the contract to include the entire fee schedule and does not increase the not to exceed amount of $25,000.00. The addition of the fee schedule was required to allow timely payment for services already performed and therefore, processed prior to board approval. District staff is requesting ratification of the addendum at this time.

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The addendum for this service is available for review at the Del Mar Union School District Office.

FISCAL IMPACT:

Revenue:	Restrict 2008/2009 Special Education revenue.
Expenditure:	Restricted 2008/2009 Special Education budget.
Fund Balance:	There will be no change to the restricted special education budget.

RECOMMENDED: The Superintendent recommends ratification of the addendum between Marjorie Block, Occupational Therapy Services and the Del Mar Union School District.

*10.6

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: Sharon McClain, Superintendent

Subject: Board Ratification of Agreement Between Sharon Criger, RPT and the Del Mar Union School District

Staff is seeking ratification of agreement with Sharon Criger, RPT to provide services for District special needs children between January 1, 2009 and June 30, 2009 in the amount of $2,000.00. District staff reviewed the service requirements and determined that service was immediately required and, therefore, rendered before an agreement was processed.

The agreement for this service is available for review at the Del Mar Union School District Office.

FISCAL IMPACT:	
Revenue:	Restrict 2008/2009 Special Education revenue.
Expenditure:	Restricted 2008/2009 Special Education budget.
Fund Balance:	There will be no change to the restricted special education budget.
RECOMMENDED:	The Superintendent recommends ratification of the agreement between Sharon Criger, RPT and the Del Mar Union School District.

*10.7

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: Sharon McClain, Superintendent

Subject: Board Action to Declare District Personal Property Obsolete and Surplus Property and to Dispose of or Donate per Education Code 17546(a)(b)(c)

Mike Casey, Director of Technology, has requested that the attached list of electronic equipment be declared obsolete and surplus. Electronic equipment needs to be processed as e-waste. E-waste includes computers, overheads, old monitors, TVs, doc cams and projectors. Staff at each school site has listed items that are old, unused and ready for disposal. Proper disposal and recycling of these items will clear out valuable space.

The District has a current, approved agreement with A Plus Surplus who will pick up and dispose of all the electronic equipment using approved e-waste guidelines. The District will receive $.05 per pound for CPU's and $.10 per pound for all CRT containing devices. The District will pay $.20 per pound for certified destruction of all hard drives. An estimate of the cost at this time is not available, but will be reduced by the revenue received.

The attached lists include available item descriptions, serial numbers and District inventory numbers. District staff requests that the Board declare the items on the attached lists as obsolete and surplus and recommended that staff, using approved e-waste guidelines, either dispose, donate, or sale the items.

FISCAL IMPACT:	Revenue:	Revenue will be deposited to the 2008/2009 approved budget.
	Expenditure:	Expenditures will be charged to the 2008/2009 approved budget.
	Fund Balance:	No change to fund balance.

RECOMMENDED: The Superintendent recommends action to declare District personal property obsolete and surplus property and to dispose of or donate per Education Code 17546(a)(b)(c).

*10.8

eWaste - December 2008

Ashley Falls

Item	District Inventory Number	Unit Serial # (if available)
iMac G3 Orange Desktop	3994	
iMac G3 Orange Desktop	3922	
iMac G3 Orange Desktop	4506	
iMac G3 Orange Desktop	3217	
iMac G3 Orange Desktop	3014	
iMac G3 Orange Desktop	6260	
Clamshell laptop	4261	
Clamshell laptop	4631	
eMac	6274	
eMac	6272	
iBook White Laptop	6614	
iBook White Laptop	5716	
iBook White Laptop	5715	
Lexmark copier/scanner	no label	
iOmega Zip Drives	no label	
AlphaSmart keyboard	3071	
EZQuest Firewire HD	no label	
apple keyboards	no label	
apple mouse	no label	
Dell Printer	no label	
HP Laser Jet 4000 Printer	6259	
HP Color Laser Jet 4550n Printer	3004	
Toshiba TDP-T91A LCD Projector	6616	

Carmel Del Mar

Item	District Inventory Number	Unit Serial # (if available)
7 Apple iMac G3 w/kyeboard and mouse	003898	XB91803WG5M
	003915	XA9151NFG5M
	003682	XB91802UG5M
	006333	XB916128G5M
	005609	SNYM0392NCJAU
	005598	RN0421BAJV8
	003912	B91804NG5M
PowerMac G4 Quicksilver	005581	XB13407CKSD
Mac Classic	001401	
HP DeskJet 855C Printer	Missing	SG587151D8
Panasonic Video Camera PV-GS150	Missing	B5HX50012
6 Toshiba Doc Camera TLPC001	Missing	25990373
	006417	25990455
	006408	25990376
	006403	Missing
	006404	25990609
	007340	25990575
Box Light Projector CD 450-m	002954	3LW03200042
Foreign Power Adapters	none	
i-Tview Gold	none	
Power Video Adapter	none	
Toshiba Document Camera (camera only	w/projector	
Apple iMac G3 and older keyboards	none	
Iomega Zip Drives	none	
USB External Floppy Drive	none	
Craig Compact Disk CD/Radio Cassette	001735	

RCA Compact Disk/Radio Cassette	none
Aiwa Rotary Disk Play/Changer System	none
iMac Mouse	none
VST Battery Charger	none
Focus Video Adapter	none
Worthington Data Solutions	001369
Assorted Power Adapters	none
iMac Power Cords	none
Coaxial Cables	none
Smart Card Reader	none
VGA Cables	none
Serial Adapters (various)	none
Bot Web Cam	none
Olympus SmartMedia Reader	none
Serial Cables	none
Phone lines and jacks (assorted)	none

Sycamore Ridge

Item	District Inventory Number	Unit Serial # (if available)
3 - Apple iBook Clamshell blueberry	4498	
Apple iMac	7038, 7132, 7055	
Apple Studio Display	4331	
Apple Monitors		
7 - Toshiba TDP-T91A Data Projector	7065, 7073, 7050, 7071, 7051, 7062, 7067	

Del Mar Heights

Item	District Inventory Number	Unit Serial # (if available)
11 - Document Camera Arms		
HP Printer Color Laserjet 4550	LGHA157901	
Toshiba Projector	6769	
Toshiba Projector	6763	
Toshiba Projector	7017	
Toshiba Projector	30554040	
Toshiba Projector	5852	
Toshiba Projector	6753	
Toshiba Projector	7441	
Toshiba Doc Camera	25990066	
Toshiba Projector	6760	

Del Mar Hills

Item	District Inventory Number	Unit Serial # (if available)
Go.Video VCR DVD combo	6455	
GE VHS HQ	none	
Funai VHS HQ	3419	
Toshiba Data Projector	6315	
3M Overhead Projector	2358	
iMac turquoise	3627	
Edirol Speakers	6456	

Sage Canyon

Item	District Inventory Number	Unit Serial # (if available)
HP LaserJet 4050TN	4799	

	4927, 4968, 4906, 4979, 4946, 4953, 5111, 4939, 5117, 5112, 4484, 4968,
20 - Overhead Projector	4955. 4916. 4770. 4956
2 - Keyboards	
CD-Boom Box	4817

Torrey Hills

Item	**District Inventory Number Unit Serial # (if available)**
Toshiba TLP 261 projector	5962
Toshiba TLP 261 projector	5983
Toshiba TLPC001 doc cam	2829
Toshiba TLPC001 doc cam	2802
Toshiba TLPC001 doc cam	2809
Apple iBook G3	5939
Apple iBook G3	4758
Apple iBook G3	2725
Apple iMac	
Apple Flat Screen Monitor	5909
Apple Flat Screen Monitor	5910
Apple Computer	3108
Apple Computer	5908
Apple Computer	5911
Sony monitor	
Assorted keyboards and mice	

Technology Office: Del Mar Hills

Item	**District Inventory Number Unit Serial # (if available)**
iBook (Clamshell)	4705
iBook (Clamshell)	4760
iBook (Clamshell)	4661
iBook (Clamshell)	2972
iBook (Clamshell)	4596
iBook (Clamshell)	2972
iBook (Clamshell)	4686
iBook (Clamshell)	4722
iBook (Clamshell)	4569
iBook (Clamshell)	4567
iBook (Clamshell)	4589
iBook (Clamshell)	4674
iBook (Clamshell)	4720
iBook (Clamshell)	4717
iBook (Clamshell)	4681
iBook (Clamshell)	4570
iBook (Clamshell)	4677
iBook (Clamshell)	4626
iBook (Clamshell)	4628
iBook (Clamshell)	4719
iBook (Clamshell)	4588
iBook (Clamshell)	4756
iBook (Clamshell)	4759
iBook (Clamshell)	none
iBook (Clamshell)	4699
iBook (Clamshell)	none
iBook (Clamshell)	4625
iBook (Clamshell)	4304
iBook (Clamshell)	4721

iBook (Clamshell)	5100
iBook (Clamshell)	4696
iBook (Clamshell)	4706
iBook (Clamshell)	4663
iBook (white)	2165
iBook (white)	6457
iBook (white)	2166
iBook (white)	2487
iBook (white)	none
iBook (white)	none
iBook (white)	none
iBook (white)	2161
iBook (white)	3089
iBook (white)	none
PowerBook (Black)	4644
PowerBook (Black)	4999
PowerBook (Aluminum)	6156
iMac (colored)	2301
iMac (colored)	5542
iMac (colored)	none
iMac (colored)	3659
iMac (colored)	3697
iMac (colored)	3656
iMac (colored)	4960
iMac (colored)	5527
iMac (colored)	4959
LaserJet 4000	2498
iMac (colored)	4957
iMac (colored)	2338
eMac	6701
eMac	none
iMac (Flat-panel)	6154
Pixie LCD Display (1996)	2136
Relisys LCD Display (1997)	2120
Voxon LCD Display	3420
Voxon LCD Display	3370
Apple LCD Display (1998)	3109
ViewSonic	none
ViewSonic	2685
Boxlight Projector	3409
iMac G5 17"	YD43944YPP7
iMac G5 17"	W85310C55DV
iMac G5 17"	W85025E3PP6
iMac G5 17"	W85017TBPP6
iMac G5 17"	YD4482DZPP7
iMac G5 17"	W85310BYSDV

Item	District Inventory Number
iBook	002169
	006033
	004633
	004571
	004948
	004264
	004670
	004823
	004707
	004729
	004656
	002957
	002958
iMac	005726
	005645
	006008
PowerBook	004562
Doc Cam	007013
Monitor	004465

iMac G5	W85017TBPP6
iMac G5	W85051NPPP6
iMac G5	YD44820ZPP7
iMac G5	W85310BYSDV
iMac G5	YD43944YPP7
iMac G5	W85025E3PP6
iMac G5	W85310C5SDV

Message Thu, Jan 08, 2009 4:18 PM

From: **Mike Casey**

To: **Paulette Anderson** **Randy Wheaton**

Subject: excess desks

Paulette and Randy

here are the Del Mar inventory numbers for the desks we are excessing from P1

002067
004009
001045
005075

mike

Michael Casey | Director of Technology | Del Mar Union School District | 858-523-6040

January 13, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: Sharon McClain, Superintendent

Subject Board Approval of Agreement Between Air America Testing and the Del Mar Union School District

Randy Wheaton, Director of Maintenance, recommends that the Board approves an agreement with Air America Testing in the amount of $7,500.00. Air America Testing will provide industrial hygienist services and inspections. They will provide consulting, testing, lab services and reports for indoor air quality, mold, water and facility issues relating to occupant health and safety. Air America Testing will assist in developing work safety plans for performing required work and provide written reports on assigned work completion.

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

FISCAL IMPACT:

Revenue:	Restricted General Fund revenue.
Expenditure:	Restricted Maintenance adopted 2008/2009 budget
Fund Balance:	No change to the fund balance.

RECOMMENDED: The Superintendent recommends approval of the agreement between Air America Testing and the Del Mar Union School District.

*10.9

January 15, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: Board Review and Acceptance of the Annual Audit Report for the 2007-2008 Fiscal Year Prepared by Wilkinson Hadley King & Co., LLP Certified Public Accountants

The Board of Trustees is required by Education Code 41020.3 to review the annual audit report at a regularly scheduled public meeting before January 31, of the year following the fiscal year for which the report was prepared. This review is to include a discussion of any audit exceptions and the associated recommendations or findings that have been prepared by the auditor.

The 2007-2008 annual audit report was distributed to the board members prior to today's meeting. The report is also available in the Business Services section of the Del Mar Union School District website at www.dmusd.org. The report presents the financial position of the District as of June 30, 2008.

A representative from the audit firm of Wilkinson Hadley King & Co., LLP is unable to be present tonight to discuss the audit report due to the change in meeting date. Any questions from the Board regarding the audit can be addressed by phone at a later date.

FISCAL IMPACT: Presentation of this report is for information only and does not affect revenues, expenses, or projected ending fund balances in the 2007-2008 or 2008-2009 Budget.

RECOMMENDED: Superintendent Recommends acceptance of the June 30, 2008 Annual Audit Report prepared by Wilkinson Hadley King & Co., LLP Certified Public Accountants.

DEL MAR UNION SCHOOL DISTRICT
COUNTY OF SAN DIEGO
DEL MAR, CALIFORNIA

AUDIT REPORT

JUNE 30, 2008

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Ave
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Introductory Section

Del Mar Union School District
Audit Report
For The Year Ended June 30, 2008

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Del Mar Union School District
Audit Report
For The Year Ended June 30, 2008

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Financial Section

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Independent Auditor's Report on Financial Statements

Board of Trustees
Del Mar Union School District
Del Mar, California

Members of the Board of Trustees:

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Del Mar Union School District as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Del Mar Union School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Del Mar Union School District as of June 30, 2008, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 7, 2008, on our consideration of Del Mar Union School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis and the budgetary comparison information identified as Required Supplementary Information in the table of contents are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming opinions on the financial statements which collectively comprise the Del Mar Union School District's basic financial statements. The accompanying schedule of expenditures of federal awards required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations* and the combining financial statements and supporting schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Wilkinson Hadley King & Co., LLP

El Cajon, California
November 7, 2008

Del Mar Union School District
Management Discussion and Analysis
Fiscal Year Ending June 30, 2008
(Unaudited)

This section of the Del Mar Union School District's annual financial reports presents the management discussion and analysis of the District's financial performance during the fiscal year that ended June 30, 2008. It is intended to provide a clear and concise analysis of the activities, financial results, and financial position during the fiscal year, and is a required element of the reporting model established by the Governmental Accounting Standards Boards (GASB) in Statement Number 34. This management discussion and analysis (MD&A) should be read in conjunction with the District's financial statements, which immediately follow this section.

USING THESE FINANCIAL STATEMENTS

This report consists of a series of financial statements and notes to those statements. These statements are organized so the reader can understand the Del Mar Union School District as a complex financial entity. The Del Mar Union School District operates governmental, business-type, and internal service activities.

The Statement of Net Assets and Statement of Activities provide information about the activities of the whole district, presenting both an aggregate view of the district's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail.

FINANCIAL HIGHLIGHTS

Key financial highlights for 2008 are as follows:

Total net assets (including Business Type Activities) for the District are $115,631,695.

Outstanding Capital Lease-Purchase Debt decreased from 402,717 to $291,157during the 2007-08 fiscal year.

The District student enrollment increased to 4,057 in 2007-08.

Property tax revenue increased by 9% on 2007-08 over the 2006-07 fiscal year.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – Management Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include different kinds of statements that present both a view of the District as a whole, and individual fund statements that focus on various parts of the district's operations in more detail. The financial statements also include notes that explain some of the information presented in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

REPORTING THE DISTRICT AS A WHOLE FINANCIAL ENTITY

Statement of Net Assets and Statement of Activities

While this document contains several funds used by the district to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially this year?" The Statement of Net Assets and the Statement of Activities answer this question. These statements include all assets and all liabilities using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting takes into accounts all of the current year's revenues and expenses regardless of when cash is received or disbursed.

These two statements report the District's net assets and changes in those assets. This change is important because it tells the reader whether, for the District as a whole, the financial position of the district has improved or diminished. In addition, non-financial factors such as changes in the District's property tax base and the condition of school buildings and other facilities must be considered.

In the Statement of Net Assets and the Statement of Activities, the District's activities are divided into two categories; governmental activities and business type activities. All of the District's programs and services are reported here including instruction, support services, as well as operation and maintenance of facilities. Under the governmental activities column is where most of the District's basic services are included, such as regular and special education instruction, transportation, and administration. Property taxes and state categorical formulas finance most of these activities. Under the Business-type activites column is where the District's Childcare Programs and Children's Creative Workshop activities are included. Tuition payments finance these activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT INDIVIDUAL FUNDS

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs.

Some funds are required by State law and by bond covenants.

The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debts) or to show that it is properly using certain revenues (like federal grants).

The District has three kinds of funds which are explained below. Later in this report a chart is provided that shows all of the district funds, balances, and fund types.

Governmental funds-Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets can readily be converted to cash flow in and out, and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

Because this information does not encompass the additional long-term focus of the district-wide statements, additional information is provided at the bottom of the governmental funds statements that explains the relationship (or differences) between them.

The District maintains ten individual governmental funds. Four of these funds are considered major funds: the General Fund, the Community Facilities District Funds (95-1 & 99-1), the County School Facilities Fund, and the Other Enterprise Fund. The other six governmental funds are Child Care, Cafeteria, Deferred Maintenance, Special Reserve, Developer Fees, and Special Reserve for Capital Outlay.

Major funds are those whose revenues, expenses, assets, or liabilities are at least 10 percent of the total for their fund category or type (governmental or enterprise) and at least 5 percent of the aggregate amount for all governmental and enterprise funds.

Proprietary funds – Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds are reported in the same way as the district-wide statements. Enterprise funds or internal service funds are the two types of proprietary funds. The District does operate an enterprise fund which is where we account for the activities related to all of the Childcare programs. All of the Childcare programs were reported in this enterprise fund.

Del Mar Union School District
Management Discussion and Analysis
Fiscal Year Ending June 30, 2008
(Unaudited)

Enterprise funds are operated in a manner similar to private business where the determination of revenues earned, costs incurred and net income is necessary for management accountability. The District uses one enterprise fund to account for business activities of all of the Childcare programs. All of the Childcare programs were reported in this enterprise fund.

Fiduciary funds – In a fiduciary fund, the District is the trustee, or fiduciary, for assets that belong to others, such as the Foundation Trust Fund. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the District's fiduciary activities are reported in a separate statement of fiduciary net assets and a statement of changes in fiduciary net assets. We exclude these activities from the district-wide financial statements because the District cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Assets

The District's net assets were $ 114,352,083 as of June 30, 2008. The Statement of Net Assets (see Table A-1 below) provides a perspective of the District's net assets as a whole. All of the data is from the District's governmental activities.

	2006-07	2007-08	Variance
Assets			
Cash	$27,129,926	$25,033,752	-$2,096,174
Receivables	2,042,351	4,766,193	2,723,842
Due from (to) other funds	77,255	8,132	-69,123
Prepaid expenses	1,116,131	1,076,942	-39,189
Capital assets:			
Land	36,366,607	34,912,432	-1,454,175
Site improvements	1,930,301	1,919,001	-11,300
Buildings	79,441,779	91,500,302	12,058,523
Equipment	2,829,780	2,977,349	147,569
Work in progress	4,120,962	0	-4,120,962
Less accumulated depreciation.	-13,552,887	-15,173,955	-1,621,068
Total Assets	141,502,205	147,020,148	5,517,943
Liabilities			
Accounts payable & liabilities	554,394	1,215,783	661,389
Current loans	4,250,000	0	-4,250,000
Deferred revenue	388,253	707,522	319,269
Long-term liabilities	30,964,085	30,744,760	-219,325
Due within one year	*248,362*	*833,128*	584,766
Due in more than one year	30,715,723	29,911,632	-804,091
Total Liabilities	36,156,732	32,668,065	-3,488,667
Net Assets			
Invested in capital assets	89,062,100	85,678,973	-3,383,127
Restricted:			
Capital projects	12,811,937	11,199,039	-1,612,898
Debt service	248,362	0	-248,362
Other purposes (expendable)	965,209	14,898,965	13,933,756
Other purposes (nonexpendable)	2,257,865	2,575,106	317,241
Unrestricted	0	0	0
Total Net Assets	$105,345,473	$114,352,083	9,006,610

Governmental Activities

Revenue in the Governmental Funds is divided into general revenue, which funds the basic on-going instructional programs and related support services, and program revenue, which funds specific program activities that support the children enrolled in Del Mar's schools. Revenues from the District's governmental activities were $41,751,961 (see Table A-2) while expenditures were $35,708,854 (see Table A-3).

Table A-2
Revenue for Governmental Activities

	2006-07	2007-08
Program Revenue	$ 4,794,286	$ 6,043,107
General Revenues	35,152,118	44,715,465
	$39,946,404	$50,758,572

The primary sources of general revenue are federal revenue, state revenue, and local property taxes and represent approximately 79% of general revenues. The remaining 21% of general revenues consists of interest earnings, other agency transfers and local income. The primary sources of program revenues are the State of California and the Federal Government which fund many of the programs operated by the district.

The table below presents the cost of each of the District's largest functions by expenditure total.

Table A-3
Expenditures for Government Activities

	2006-07	2007-08
Classroom Instruction	$25,068,713	$28,777,463
Instructional Services	3,412,314	3,697,886
Pupil Services	1,791,370	2,017,226
General Administration	1,933,423	1,691,791
Plant Services	3,353,364	3,625,303
Other Services & Activities	2,174,141	1,942,292
	$37,733,319	$41,751,961

FINANCIAL ANALAYSIS OF THE DISTRICT'S FUNDS

The financial performance as a whole is reflected in the District's governmental funds. As the District completed the year, the governmental funds reported a combined fund balance of over $28.4 million. In Table A-4 is a list of all the various District funds balances at the end of the 2006-07 and 2007-08 fiscal years. The variance between years is also listed. The fund types are described in the Fund Financial Statements section of this report.

Del Mar Union School District
Management Discussion and Analysis
Fiscal Year Ending June 30, 2008
(Unaudited)

Table A-4
Ending Fund Balances by Type

	2006-07	2007-08	Variance
General Fund	$9,499,717	$11,481,756	$1,982,039
Cafeteria	34,324	9	-34,315
Deferred Maintenance	524,266	801,444	277,178
Special Reserve	1,242,494	1,307,746	65,252
Capital Facilities	35,434	98,078	62,644
Special Reserve for Capital Projects	19,823	7,833,784	7,813961
Community Facilities District 95-1, 99-1	12,894,495	6,865,256	-6,029,239
Total Governmental Funds	$24,250,553	$28,388,073	4,137,520
Other Enterprise	1,046,413	1,279,612	233,199
Total Proprietary Funds	1,046,413	1,279,612	233,199
Foundation Trust	42,584	44,371	1,787
Total Fiduciary Funds	42,584	44,371	1,787
Total All Funds	$25,339,550	$29,712,056	$4,373,506

Long-Term Debt

At year end, the District had over $30 million in capital leases payable, special tax bonds, and other long-term debt outstanding. More detail about the District's long-term debt is detailed in Table A-5 below. Additional information regarding the long-term liabilities is presented in the notes to the financial statements.

Table A-5
Outstanding Long-Term Debt

	2006-07	2007-08
Special Tax Bonds	30,305,000	30,165,000
Other General Long-Term Debt	86,561	83,676
Capital Lease Payable	402,717	291,157
Compensated Absences	169,807	204,927
Total	30,964,085	30,744,760

CFD 95-1

On June 28, 2007 the Del Mar Community Facilities District (CFD) 95-1 issued $19,955,000 Series 2007 Special Tax Bonds. Proceeds from the Bonds will be used primarily to finance the acquisition and construction of Ocean Air School and prepay the 1999 Certificates of Participation. The current outstanding principal balance on the 1999 Certificates of Participation is $11,435,000 and will be paid as they become due prior to September 1, 2009 and prepaid in full on September 1, 2009. Interest on the Bonds is payable on September 1, 2007 and semi-annually thereafter on each September 1 and March 1.

Del Mar Union School District
Management Discussion and Analysis
Fiscal Year Ending June 30, 2008
(Unaudited)

CFD 99-1

Pursuant to the formation resolution and the bond authorization resolution which was approved by the Board of Trustees on May 12, 1999, an election was held on September 28, 1999 which allowed the Community Facilities District 99-1 to finance the cost of public facilities by incurring bonded indebtedness. More than two-thirds of the votes cast were in favor of the "Series 2003 Special Tax Bonds" maturing on September 1, 2029 and September 1, 2038. In October 2003, the Del Mar Community Facilities District 99-1 issued $10,620,000 in Special Tax Bonds. Proceeds from the sale of the bonds were used to purchase the land and construct the Pacific Highlands Ranch School #7 named Sycamore Ridge. The first interest payment on the bonds was paid on March 1, 2004 and is due semi-annually thereafter on March 1 and September 1. The interest rate varies; in 2005 it is 2% and increases to 5.875% in 2025 through 2038.

The debt service and interest payments for both the COP's and the Special Tax Bonds will be paid with revenues generated from the two CFD's. No District general operating funds will be used.

General Fund Budgetary Highlights

Information about the district's major funds, including the General Fund, is shown later in this report. The General Fund is accounted for using the modified accrual basis of accounting. The district's budget is prepared according to California law and is based on accounting for certain transactions on a basis of cash receipts, disbursements and encumbrances.

During the course of the year, interim reports are used for each major budget revision and are presented at the Governing Board for review and approval and regularly scheduled Board meetings and in accordance with deadlines established by the California Department of Education.

Capital Assets

At the end of the 2007-08 fiscal year, the district had $131,309,084 invested in land, land improvements, buildings, equipment, and capital equipment. After accumulated depreciation of $15,173,955 is applied, the value of net capital assets is $116,135,129.

Current Financial Related Activities

Over the years, Del Mar Union School District has maintained a strong, financially responsible budget. Each year the district takes a careful look at revenue and expenditure projections on a multi-year basis and adjusts it's budget accordingly. Adjustments are necessary in order to maintain an acceptable and safe reserve balance. As the preceding information shows, assets are substantial and the amount of debt paid from general revenues is a very small percentage of the overall budget; however, the financial future is still full of challenges. Prudent planning and conservative spending must be a priority as the uncertainty of basic aid funding will continue. The reserves will help to minimize the impact of any loss of revenue and will allow sufficient planning time to secure alternative funding sources and reduce programs if necessary.

Contacting the District

The financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the district's finances and to show the district's accountability for the money it receives. If you have questions about this report or need additional financial information, contact Dena Whittington, Assistant Superintendent of Business Services, at Del Mar Union School District, 225 9th Street, Del Mar, CA 92014.

Basic Financial Statements

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF NET ASSETS
JUNE 30, 2008

	Primary Government			Component Unit
	Governmental Activities	Business-type Activities	Total	
ASSETS:				
Cash in County Treasury	$ 24,292,657	$ 1,285,811	$ 25,578,468	$ -
Cash in Revolving Fund	20,000	-	20,000	176,772
Cash with a Fiscal Agent/Trustee	721,095	-	721,095	-
Accounts Receivable	4,766,193	11,939	4,778,132	-
Internal Balances	8,132	(8,132)	-	-
Prepaid Expenses	1,076,942	-	1,076,942	-
Capital Assets:				
Land	34,912,432	-	34,912,432	-
Improvements	1,919,001	-	1,919,001	-
Buildings	91,500,302	-	91,500,302	-
Equipment	2,977,349	-	2,977,349	-
Total Accumulated Depreciation	(15,173,955)	-	(15,173,955)	-
Total Assets	147,020,148	1,289,618	148,309,766	176,772
LIABILITIES:				
Accounts Payable	1,215,783	10,006	1,225,789	1,978
Deferred Revenues	707,522	-	707,522	-
Long-term Liabilities				
Due within one year	833,128	-	833,128	-
Due in more than one year	29,911,632	-	29,911,632	-
Total Liabilities	32,668,065	10,006	32,678,071	1,978
NET ASSETS:				
Invested in Capital Assets, Net of Related Debt	85,678,973	-	85,678,973	-
Restricted For:				
Capital Projects	11,199,039	-	11,199,039	-
Other Purposes (expendable)	14,898,965	1,279,612	16,178,577	47,021
Other Purposes (nonexpendable)	2,575,106	-	2,575,106	-
Unrestricted	-	-	-	127,773
Total Net Assets	$ 114,352,083	$ 1,279,612	$ 115,631,695	$ 174,794

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2008

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions
PRIMARY GOVERNMENT:			
Government Activities:			
Instruction	$ 28,777,463	$ -	$ 3,037,129
Instruction-Related Services	3,697,886	-	319,072
Pupil Services	2,017,226	608,153	215,948
General Administration	1,691,791	-	258
Plant Services	3,625,303	-	1,504,875
Interest on Long-Term Debt	1,576,901	-	-
Other Outgo	365,391	-	357,672
Total Governmental Activities	41,751,961	608,153	5,434,954
Business-type Activities:			
Enterprising Activities	2,441,286	-	-
Total Primary Government	$ 44,193,247	$ 608,153	$ 5,434,954
COMPONENT UNIT:			
Del Mar Education Foundation	$ 725,063	$ -	$ -

General Revenues:
Taxes and Subventions
Federal and State Revenues, not restricted
Interest and Investments
Interagency Revenues
Miscellaneous
Special and Extraordinary Items
Total General Revenues
Change in Net Assets
Net Assets - Beginning
Net Assets - Ending

The accompanying notes are an integral part of this statement.

Net (Expense) Revenue and Changes in Net Assets			
Governmental Activities	Business-type Activities	Total	Component Unit
$ (25,740,334)		$ (25,740,334)	
(3,378,814)		(3,378,814)	
(1,193,125)		(1,193,125)	
(1,691,533)		(1,691,533)	
(2,120,428)		(2,120,428)	
(1,576,901)		(1,576,901)	
(7,719)		(7,719)	
(35,708,854)		(35,708,854)	
-	$ (2,441,286)	(2,441,286)	
(35,708,854)	(2,441,286)	(38,150,140)	
-	-	-	$ 725,063
32,376,851	-	32,376,851	-
3,022,118	-	3,022,118	-
793,777	55,067	848,844	8,197
255,946	-	255,946	-
1,422,048	2,619,418	4,041,466	709,802
6,844,725	-	6,844,725	-
44,715,465	2,674,485	47,389,950	717,999
9,006,611	233,199	9,239,810	(7,064)
105,345,472	1,046,413	106,391,885	181,858
$ 114,352,083	$ 1,279,612	$ 115,631,695	$ 174,794

DEL MAR UNION SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2008

	General Fund	Special Reserve Fund
ASSETS:		
Cash in County Treasury	$ 11,280,306	$ 4,707,354
Cash in Revolving Fund	20,000	-
Cash with a Fiscal Agent/Trustee	-	-
Accounts Receivable	1,127,546	3,515,780
Due from Other Funds	438,093	-
Total Assets	$ 12,865,945	$ 8,223,134
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	$ 610,736	$ -
Due to Other Funds	65,930	389,350
Deferred Revenue	707,523	-
Total Liabilities	1,384,189	389,350
Fund Balance:		
Reserved Fund Balances:		
Reserve for Revolving Cash	20,000	-
Designated Fund Balances:		
Other Designated	2,575,105	-
Unreserved	8,886,651	7,833,784
Unreserved, reported in nonmajor:		
Special Revenue Funds	-	-
Capital Projects Funds	-	-
Total Fund Balance	11,481,756	7,833,784
Total Liabilities and Fund Balances	$ 12,865,945	$ 8,223,134

The accompanying notes are an integral part of this statement.

Capital Project Fund for Blended Component Unit	Other Governmental Funds	Total Governmental Funds
$ 6,087,400	$ 2,217,597	$ 24,292,657
-	-	20,000
721,095	-	721,095
56,761	66,107	4,766,194
-	65,800	503,893
$ 6,865,256	$ 2,349,504	$ 30,303,839
$ -	$ 101,746	$ 712,482
-	40,481	495,761
-	-	707,523
-	142,227	1,915,766
-	-	20,000
-	-	2,575,105
6,865,256	-	23,585,691
-	2,109,199	2,109,199
-	98,078	98,078
6,865,256	2,207,277	28,388,073
$ 6,865,256	$ 2,349,504	$ 30,303,839

DEL MAR UNION SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
JUNE 30, 2008

Total fund balances - governmental funds balance sheet			$ 28,388,073
Amounts reported for governmental activities in the statement of net assets are different because:			
Capital assets: In governmental funds, only current assets are reported. In the statement of net assets, all assets are reported, including capital assets and accumulated depreciation.			
Capital assets relating to governmental activities, at historical cost		131,309,084	
Accumulated depreciation		(15,173,955)	
	Net		116,135,129
Unamortized costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, debt issue costs are amortized over the life of the debt. Unamortized debt issue costs included in prepaid expense on the statement of net assets are:			1,076,941
Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:			(503,300)
Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net assets, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:			
Other general long-term debt		83,676	
Compensated absences payable		204,927	
Capital leases payable		291,157	
Special tax bonds payable		30,165,000	
	Total		(30,744,760)
Net assets of governmental activities - statement of net assets			$ 114,352,083

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	General Fund	Special Reserve Fund
Revenues:		
Revenue Limit Sources:		
State Apportionments	$ (3,687)	$ -
Local Sources	30,108,768	-
Federal Revenue	748,617	-
Other State Revenue	4,353,449	-
Other Local Revenue	3,672,804	16,438
Total Revenues	38,879,951	16,438
Expenditures:		
Instruction	26,731,499	-
Instruction - Related Services	3,694,396	-
Pupil Services	1,201,327	-
General Administration	1,631,926	-
Plant Services	3,462,617	5,228
Other Outgo	232,613	-
Debt Service:		
Principal	111,560	-
Interest	14,793	-
Total Expenditures	37,080,731	5,228
Excess (Deficiency) of Revenues Over (Under) Expenditures	1,799,220	11,210
Other Financing Sources (Uses):		
Transfers In	645,296	-
Transfers Out	(462,477)	(389,350)
Other Sources	-	8,500,000
Other Uses	-	(307,899)
Total Other Financing Sources (Uses)	182,819	7,802,751
Net Change in Fund Balance	1,982,039	7,813,961
Fund Balance, July 1	9,499,717	19,823
Fund Balance, June 30	$ 11,481,756	$ 7,833,784

The accompanying notes are an integral part of this statement.

Capital Project Fund for Blended Component Unit	Other Governmental Funds	Total Governmental Funds
$ -	$ -	$ (3,687)
-	-	30,108,768
-	91,472	840,089
-	148,611	4,502,060
3,959,445	817,929	8,466,616
3,959,445	1,058,012	43,913,846
-	-	26,731,499
-	-	3,694,396
-	849,255	2,050,582
-	9,791	1,641,717
8,807,632	34,738	12,310,215
50	-	232,663
-	140,000	251,560
-	1,041,002	1,055,795
8,807,682	2,074,786	47,968,427
(4,848,237)	(1,016,774)	(4,054,581)
-	1,643,479	2,288,775
(1,181,002)	(255,946)	(2,288,775)
-	-	8,500,000
-	-	(307,899)
(1,181,002)	1,387,533	8,192,101
(6,029,239)	370,759	4,137,520
12,894,495	1,836,518	24,250,553
$ 6,865,256	$ 2,207,277	$ 28,388,073

DEL MAR UNION SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2008

Net change in fund balances - total governmental funds		$ 4,137,520
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:		
Expenditures for capital outlay	8,825,295	
Depreciation expense	(2,156,480)	
Net		6,668,815
Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:		251,560
Debt issue costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, issue costs are amortized over the life of the debt. The difference between debt issue costs recognized in the current period and issue costs amortized for the period is:		
Issue costs incurred during the period	211,474	
Issue costs amortized for the period	(36,304)	
Net		175,170
Gain or loss from disposal of capital assets: In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the the proceeds from disposal of capital assets and the resulting gain or loss is:		(1,670,228)
Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:		(309,632)
Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was:		(35,120)
Amortization of debt issue premium or discount: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. Amortization of premium or discount for the period is:		(211,474)
Change in net assets of governmental activities - statement of activities		$ 9,006,611

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF NET ASSETS
ENTERPRISE FUND
JUNE 30, 2008

	Enterprise Fund
	Enterprise Fund
ASSETS:	
Current Assets:	
Cash in County Treasury	$ 1,285,811
Accounts Receivable	11,939
Due from Other Funds	130
Total Current Assets	1,297,880
Total Assets	$ 1,297,880
LIABILITIES:	
Current Liabilities:	
Accounts Payable	$ 10,006
Due to Other Funds	8,262
Total Current Liabilities	18,268
Total Liabilities	18,268
NET ASSETS:	
Unrestricted Net Assets	1,279,612
Total Net Assets	$ 1,279,612

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES
IN FUND NET ASSETS - ENTERPRISE FUND
FOR THE YEAR ENDED JUNE 30, 2008

	Enterprise Fund
	Enterprise Fund
Operating Revenues:	
Local Revenue	$ 2,674,485
Total Revenues	2,674,485
Operating Expenses:	
Certificated Personnel Salaries	65,395
Classified Personnel Salaries	1,680,816
Employee Benefits	354,282
Books and Supplies	187,340
Services and Other Operating Expenses	153,453
Total Expenses	2,441,286
Income (Loss) before Contributions and Transfers	233,199
Change in Net Assets	233,199
Total Net Assets - Beginning	1,046,413
Total Net Assets - Ending	$ 1,279,612

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF CASH FLOWS
ENTERPRISE FUND
FOR THE YEAR ENDED JUNE 30, 2008

	Enterprise Fund
Cash Flows from Operating Activities:	
Cash Received from Customers	$ 2,544,237
Cash Payments for Payroll and Related Benefits	(2,100,493)
Cash Payments to Other Suppliers for Goods and Services	(336,379)
Net Cash Provided (Used) by Operating Activities	107,365
Cash Flows from Investing Activities:	
Interest and Dividends on Investments	55,067
Net Cash Provided (Used) for Investing Activities	55,067
Net Increase (Decrease) in Cash and Cash Equivalents	162,432
Cash and Cash Equivalents at Beginning of Year	1,123,379
Cash and Cash Equivalents at End of Year	$ 1,285,811
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating Income (Loss)	$ 233,199
Change in Assets and Liabilities:	
Decrease (Increase) in Receivables	2,771
Decrease (Increase) in Due From	(130)
Increase (Decrease) in Accounts Payable	(4,415)
Increase (Decrease) in Due To	(68,993)
Total Adjustments	(70,767)
Net Cash Provided (Used) by Operating Activities	$ 162,432

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
JUNE 30, 2008

	Private-Purpose Trust Funds
	Foundation Private-Purpose Trust Fund
ASSETS:	
Cash in County Treasury	$ 44,090
Accounts Receivable	381
Total Assets	$ 44,471
LIABILITIES:	
Accounts Payable	$ 100
Total Liabilities	100
NET ASSETS:	
Held in Trust	44,371
Total Net Assets	$ 44,371

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Foundation Private-Purpose Trust Fund
Additions:	
Investment Income	$ 1,987
Total Additions	1,987
Deductions:	
Administrative Expenses	200
Total Deductions	200
Change in Net Assets	1,787
Net Assets-Beginning of the Year	42,584
Net Assets-End of the Year	$ 44,371

The accompanying notes are an integral part of this statement.

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

A. Summary of Significant Accounting Policies

Del Mar Union School District (District) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14, "The Financial Reporting Entity," include whether:

- the organization is legally separate (can sue and be sued in its name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has two component units, the Del Mar Schools Community Facilities Districts and the Del Mar Schools Education Foundation. The Del Mar Schools Community Facilities Districts are presented as a blended component unit in the District's audited financial statements. The Del Mar Schools Education Foundation, a California non-profit public benefit corporation which raises funds for the benefit of the District is presented as a discretely presented component unit in the District's audited financial statements.

Additionally, the District is not a component unit of any other reporting entity as defined by the GASB statement.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Statements: The statement of net assets and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the District and for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The District reports the following major governmental funds:

General Fund. This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Capital Project Fund for Blended Component Unit. This fund is used to account for the transactions that are associated with the capital projects of the District's Community Facilities Districts (CFD).

Special Reserve for Capital Outlay Fund. This fund is used for the accumulation of resources to be used to acquire capital assets.

The District reports the following major enterprise funds:

Other Enterprise Fund. This fund accounts for the financial resources of the district associated with the operation of the district's child care programs.

In addition, the District reports the following fund types:

Special Revenue Funds. These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Capital Projects Funds. These funds are used to account for the proceeds of bond issuances and for the acquisition of capital assets of the district.

Private-Purpose Trust Funds. These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

Under GASB Statement No. 20, "Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting," all proprietary funds will continue to follow Financial Accounting Standards Board ("FASB") standards issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen to apply future FASB standards.

3. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

4. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to $100,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Lives
Infrastructure	30
Buildings	25-50
Building Improvements	20
Vehicles	5-15
Office Equipment	5-15
Other Equipment	5-15

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in the general fund at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f. Deferred Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Deferred revenue is recorded to the extent cash received on specific projects and programs exceeds qualified expenditures.

g. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net assets.

h. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

i. Fund Balance Reserves and Designations

Reservations of the ending fund balance indicate the portions of fund balance not appropriable for expenditure or amounts legally segregated for a specific future use. The reserve for revolving fund and reserve for stores inventory reflect the portions of fund balance represented by revolving fund cash and stores inventory, respectively. These amounts are not available for appropriation and expenditure at the balance sheet date.

Designations of the ending fund balance indicate tentative plans for financial resource utilization in a future period.

j. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

Violation	Action Taken
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Assets of Individual Funds

Following are funds having deficit fund balances or fund net assets at year end, if any, along with remarks which address such deficits:

Fund Name	Deficit Amount	Remarks
None reported	Not applicable	Not applicable

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

C. Excess of Expenditures Over Appropriations

As of June 30, 2008 expenditures exceeded appropriations in individual funds as follows:

Appropriations Category	Excess Expenditures
General Fund:	
Debt service-principal	$ 111,560
Debt service-interest	14,793

D. Cash and Investments

1. Cash in County Treasury:

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool ($25,622,558 as of June 30, 2008). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was $25,622,558. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

2. Cash on Hand, in Banks, and in Revolving Fund

Cash balances in banks and in the revolving fund ($20,000) are insured up to $100,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

3. Investments:

The District's investments at June 30, 2008 are shown below.

Investment or Investment Type	Fair Value
Blackrock T-Funds	$ 721,095
Total Investments	$ 721,095

4. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District was not exposed to credit risk.

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name. At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

5. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

E. Capital Assets

Capital asset activity for the year ended June 30, 2008 was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 36,366,607	$ -	$ 1,454,175	$ 34,912,432
Work in progress	4,120,962	-	4,120,962	-
Total capital assets not being depreciated	40,487,569	-	5,575,137	34,912,432
Capital assets being depreciated:				
Buildings	79,441,779	12,772,523	714,000	91,500,302
Improvements	1,930,301	-	11,300	1,919,001
Equipment	2,829,780	173,734	26,165	2,977,349
Total capital assets being depreciated	84,201,860	12,946,257	751,465	96,396,652
Less accumulated depreciation for:				
Buildings	(11,271,288)	(1,901,290)	(512,900)	(12,659,678)
Improvements	(963,435)	(88,100)	(11,300)	(1,040,235)
Equipment	(1,318,164)	(167,090)	(11,212)	(1,474,042)
Total accumulated depreciation	(13,552,887)	(2,156,480)	(535,412)	(15,173,955)
Total capital assets being depreciated, net	70,648,973	10,789,777	216,053	81,222,697
Governmental activities capital assets, net	$ 111,136,542	$ 10,789,777	$ 5,791,190	$ 116,135,129

Depreciation was charged to functions as follows:

Instruction	$ 2,080,140
Instruction-Related Services	61,460
Pupil Services	2,372
Plant Services	12,508
Unallocated	-
	$ 2,156,480

F. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2008 consisted of the following:

Due To Fund	Due From Fund	Amount
General Fund	Enterprise Fund	$ 8,262
General Fund	Cafeteria Fund	40,481
General Fund	Special Reserve Fund	389,350
Cafeteria Fund	General Fund	65,800
Enterprise Fund	General Fund	130
		$ 504,023

All amounts due are scheduled to be repaid within one year.

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2008 consisted of the following:

Transfers From	Transfers To	Amount
General Fund	Deferred Maintenance Fund	$ 140,731
Special Reserve Fund	General Fund	255,946
Special Reserve Fund	General Fund	389,350
General Fund	Cafeteria Fund	65,800
General Fund	Special Reserve Fund	255,946
Blended Component Unit Fund	Blended Component Unit Fund	1,181,002
		$ 2,288,775

G. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources.

Description	Beginning Balance	Issued	Redeemed	Ending Balance
Tax anticipation notes	$ 4,250,000	$ 4,000,000	$ 8,250,000	$ -

H. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2008 are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
Special tax bonds	$ 30,305,000	$ -	$ 140,000	$ 30,165,000	$ 515,000
Capital leases	402,717	-	111,560	291,157	110,316
Compensated absences *	169,807	35,120	-	204,927	204,927
Unamortized premium	86,561	-	2,885	83,676	2,885
Total governmental activities	$ 30,964,085	$ 35,120	$ 254,445	$ 30,744,760	$ 833,128

* Other long-term liabilities
The funds typically used to liquidate other long-term liabilities in the past are as follows:

Liability	Activity Type	Fund
Compensated absences	Governmental	General

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

2. Debt Service Requirements

Debt service requirements on long-term debt at June 30, 2008 are as follows:

	Governmental Activities		
Year Ending June 30,	Principal	Interest	Total
2009	$ 833,128	$ 1,509,388	$ 2,342,516
2010	632,499	1,483,884	2,116,383
2011	644,113	1,458,827	2,102,940
2012	577,885	1,433,218	2,011,103
2013	602,885	1,408,206	2,011,091
2014-2018	3,444,427	6,613,514	10,057,941
2019-2023	4,289,427	5,734,695	10,024,122
2024-2028	5,449,427	4,542,041	9,991,468
2029-2033	7,014,427	2,924,291	9,938,718
2034-2038	6,581,542	973,250	7,554,792
2037-2041	675,000	19,828	694,828
Totals	$ 30,744,760	$ 28,101,142	$ 58,845,902

3. Capital Leases

Commitments under capitalized lease agreements for facilities and equipment provide for minimum future lease payments as of June 30, 2008 are as follows:

Year Ending June 30:	
2009	$ 119,840
2010	99,402
2011	88,175
Total Minimum Lease Payments	$ 307,417
Less Amounts Representing Interest	(16,260)
Net Minimum Lease Payments	$ 291,157

4. Unamortized Premium

Special Tax Bonds issued in the year ended June 30, 2007 were sold at a premium, meaning that the market rate of interest was lower than the stated rate of interest on the Bonds; therefore, they were sold for more than the face value. Generally Accepted Accounting Principles (GAAP) requires that this premium be amortized over the life of the debt. The carrying value reported on the government-wide balance sheet was presented in accordance with GAAP and was the face value of the debt plus the unamortized premium. The total premium for the debt as of June 30, 2008 was $83,676 resulting in a carrying value of $30,248,676.

I. Joint Ventures (Joint Powers Agreements)

The District participates in one joint powers agreement (JPA) entity, the San Diego County Schools Risk Management (SDCSRM). The relationship between the District and the JPA is such that the JPA is not a component unit of the District.

The JPA arranges for and provides for various types of insurance for its member districts as requested. The JPA is governed by a board consisting of a representative from each member district. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

Combined condensed unaudited financial information of the District's share of the JPA for the year ended June 30, 2008 is as follows:

Total Assets	$	654,939
Total Liabilities		65,987
Total Fund Balance		588,952
Total Cash Receipts		527,606
Total Cash Disbursements		676,041
Net Change in Fund Balance		(148,435)

J. Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the Public Employees' Retirement System (PERS).

PERS:

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Funding Policy

Active plan members are required to contribute 7% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2007-08 was 9.32% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to CalPERS for the fiscal year ending June 30, 2008, 2007 and 2006 were $554,198, $470,034 and $413,331, respectively, and equal 100% of the required contributions for each year. The amount contributed by the State on behalf of the District was $0.

STRS:

Plan Description

The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2007-08 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to STRS for the fiscal year ending June 30, 2008, 2007 and 2006 were $1,636,650, $1,486,577 and $1,388,824, respectively, and equal 100% of the required contributions for each year. The amount contributed by the State on behalf of the District was $1,198,523.

K. Alternative Pension Plan

The District participates in one alternative pension plan through the Fringe Benefit Consortium (FBC). The FBC was formed in October 1982 as part of a Joint Powers Agreement (JPA) of the San Diego County Office of Education. The FBC provides 401(a), 457(b), and 403(b) investment programs. Under these plans, eligible employees will contribute up to $14,000 per year of their salary before taxes. The plan earns interest and is paid out upon termination of service, death, or in-service withdrawal.

L. Postemployment Benefits Other Than Pension Benefits

The District provides postretirement health care benefits, as established by board policy, to all employees who retire from the District on or after attaining age 55 with at least 10 years of service. On June 30, 2008, 23 retirees met these eligibility requirements.

The District pays health insurance premiums on behalf of qualified pre-Medicare retirees at a rate ranging from 50% to 100% of the cost, depending on length of service and other factors. During the year ended June 30 2008, expenditures of $114,657 were recognized for postretirement health care. These costs were funded on a pay-as-you-go basis. The District does not recognize a liability for future postemployment health care benefits because the amount cannot be reasonably determined.

M. Commitments and Contingencies

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to view and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

N. Subsequent Events

The district issued $3,800,000 of Tax Revenue Anticipation Notes (TRANS) with an interest rate of 3.50% dated July 1, 2008. The TRANS was sold to supplement the district's cash flow and matures on June 30, 2009.

O. GASB Statement No. 45

In June 2004, the Governmental Accounting Standards Board (GASB) issued Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. The pronouncement will require employers providing postemployment benefits, commonly referred to as other postemployment benefits, or OPEB, to recognize and account for the costs of providing these benefits on an accrual basis and provide footnote disclosure on the progress toward funding the benefits. The implementation date for this pronouncement will be phased in over three years based upon the entity's revenues. GASB Statement No. 45 will be effective for the Del Mar Union School District beginning in the 2008-09 fiscal year. The effect of this pronouncement on the financial condition of the District has not been determined.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

DEL MAR UNION SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2008

	Budgeted Amounts			Variance with Final Budget Positive
	Original	Final	Actual	(Negative)
Revenues:				
Revenue Limit Sources:				
State Apportionments	$ (4,264)	$ (3,687)	$ (3,687)	$ -
Local Sources	28,208,280	30,108,770	30,108,768	(2)
Federal Revenue	707,124	776,683	748,617	(28,066)
Other State Revenue	3,884,977	4,370,095	4,353,449	(16,646)
Other Local Revenue	2,787,583	3,679,739	3,672,804	(6,935)
Total Revenues	35,583,700	38,931,600	38,879,951	(51,649)
Expenditures:				
Instruction	24,746,650	27,823,492	26,731,499	1,091,993
Instruction - Related Services	3,853,340	3,960,861	3,694,396	266,465
Pupil Services	1,208,668	1,247,138	1,201,327	45,811
General Administration	1,890,207	1,753,083	1,631,926	121,157
Plant Services	3,461,481	3,964,117	3,462,617	501,500
Other Outgo	351,279	360,958	232,613	128,345
Debt Service:				
Principal	-	-	111,560	(111,560)
Interest	-	-	14,793	(14,793)
Total Expenditures	35,511,625	39,109,649	37,080,731	2,028,918
Excess (Deficiency) of Revenues Over (Under) Expenditures	72,075	(178,049)	1,799,220	1,977,269
Other Financing Sources (Uses):				
Transfers In	-	645,295	645,296	1
Transfers Out	(153,500)	(462,477)	(462,477)	-
Total Other Financing Sources (Uses)	(153,500)	182,818	182,819	1
Net Change in Fund Balance	(81,425)	4,769	1,982,039	1,977,270
Fund Balance, July 1	9,499,717	9,499,717	9,499,717	-
Fund Balance, June 30	$ 9,418,292	$ 9,504,486	$ 11,481,756	$ 1,977,270

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

DEL MAR UNION SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2008

	Special Revenue Funds	Debt Service Fund Blended Component Unit	Capital Projects Fund Capital Facilities Fund	Total Nonmajor Governmental Funds (See Exhibit A-3)
ASSETS:				
Cash in County Treasury	$ 2,119,949	$ -	$ 97,648	$ 2,217,597
Accounts Receivable	65,317	-	790	66,107
Due from Other Funds	65,800	-	-	65,800
Total Assets	$ 2,251,066	$ -	$ 98,438	$ 2,349,504
LIABILITIES AND FUND BALANCE:				
Liabilities:				
Accounts Payable	$ 101,386	$ -	$ 360	$ 101,746
Due to Other Funds	40,481	-	-	40,481
Total Liabilities	141,867	-	360	142,227
Fund Balance:				
Unreserved, reported in nonmajor:				
Special Revenue Funds	2,109,199	-	-	2,109,199
Capital Projects Funds	-	-	98,078	98,078
Total Fund Balance	2,109,199	-	98,078	2,207,277
Total Liabilities and Fund Balances	$ 2,251,066	$ -	$ 98,438	$ 2,349,504

DEL MAR UNION SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Special Revenue Funds	Debt Service Fund — Blended Component Unit	Capital Projects Fund — Capital Facilities Fund	Total Nonmajor Governmental Funds (See Exhibit A-5)
Revenues:				
Federal Revenue	$ 91,472	$ -	$ -	$ 91,472
Other State Revenue	148,611	-	-	148,611
Other Local Revenue	745,494	-	72,435	817,929
Total Revenues	985,577	-	72,435	1,058,012
Expenditures:				
Pupil Services	849,255	-	-	849,255
General Administration	-	-	9,791	9,791
Plant Services	34,738	-	-	34,738
Debt Service:				
Principal	-	140,000	-	140,000
Interest	-	1,041,002	-	1,041,002
Total Expenditures	883,993	1,181,002	9,791	2,074,786
Excess (Deficiency) of Revenues Over (Under) Expenditures	101,584	(1,181,002)	62,644	(1,016,774)
Other Financing Sources (Uses):				
Transfers In	462,477	1,181,002	-	1,643,479
Transfers Out	(255,946)	-	-	(255,946)
Total Other Financing Sources (Uses)	206,531	1,181,002	-	1,387,533
Net Change in Fund Balance	308,115	-	62,644	370,759
Fund Balance, July 1	1,801,084	-	35,434	1,836,518
Fund Balance, June 30	$ 2,109,199	$ -	$ 98,078	$ 2,207,277

DEL MAR UNION SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
JUNE 30, 2008

	Cafeteria Fund	Deferred Maintenance Fund	Special Reserve Fund	Total Nonmajor Special Revenue Funds (See Exhibit C-1)
ASSETS:				
Cash in County Treasury	$ 29,951	$ 794,584	$ 1,295,414	$ 2,119,949
Accounts Receivable	46,125	6,860	12,332	65,317
Due from Other Funds	65,800	-	-	65,800
Total Assets	$ 141,876	$ 801,444	$ 1,307,746	$ 2,251,066
LIABILITIES AND FUND BALANCE:				
Liabilities:				
Accounts Payable	$ 101,386	$ -	$ -	$ 101,386
Due to Other Funds	40,481	-	-	40,481
Total Liabilities	141,867	-	-	141,867
Fund Balance:				
Unreserved, reported in nonmajor:				
Special Revenue Funds	9	801,444	1,307,746	2,109,199
Total Fund Balance	9	801,444	1,307,746	2,109,199
Total Liabilities and Fund Balances	$ 141,876	$ 801,444	$ 1,307,746	$ 2,251,066

DEL MAR UNION SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2008

	Cafeteria Fund	Deferred Maintenance Fund	Special Reserve Fund	Total Nonmajor Special Revenue Funds (See Exhibit C-2)
Revenues:				
Federal Revenue	$ 91,472	$ -	$ -	$ 91,472
Other State Revenue	4,913	143,698	-	148,611
Other Local Revenue	652,755	27,487	65,252	745,494
Total Revenues	749,140	171,185	65,252	985,577
Expenditures:				
Pupil Services	849,255	-	-	849,255
Plant Services	-	34,738	-	34,738
Total Expenditures	849,255	34,738	-	883,993
Excess (Deficiency) of Revenues Over (Under) Expenditures	(100,115)	136,447	65,252	101,584
Other Financing Sources (Uses):				
Transfers In	65,800	140,731	255,946	462,477
Transfers Out	-	-	(255,946)	(255,946)
Total Other Financing Sources (Uses)	65,800	140,731	-	206,531
Net Change in Fund Balance	(34,315)	277,178	65,252	308,115
Fund Balance, July 1	34,324	524,266	1,242,494	1,801,084
Fund Balance, June 30	$ 9	$ 801,444	$ 1,307,746	$ 2,109,199

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

Supplementary Information Section

DEL MAR UNION SCHOOL DISTRICT
LOCAL EDUCATION AGENCY
ORGANIZATION STRUCTURE
JUNE 30, 2008

The Del Mar Union School District was established in 1906 and became a Union District in 1949. There were no changes in the boundaries of the district during the current fiscal year. The district is currently operating seven elementary schools.

Governing Board

Name	Office	Term and Term Expiration
Dr. Annette Easton	President	Four year term Expires December 10, 2010
Katherine White	Clerk	Four year term Expires December 10, 2008
Doug Perkins	Member	Four year term Expires December 10, 2008
Steven McDowell	Member	Four year term Expires December 10, 2010
Dr. Janet Lamborghini	Member	Four year term Expires December 10, 2010

Administration

Janet Bernard
Interim Superintendent

Janet Bernard
Assistant Superintendent
Curriculum & Instruction

Dena Whittington
Assistant Superintendent
Business Services

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2008

TABLE D-1 396

	Second Period Report	Annual Report
Elementary:		
Kindergarten	547.00	543.50
Grades 1 through 3	1,779.44	1,757.66
Grades 4 through 6	1,715.37	1,699.49
Special education	44.10	48.97
Elementary totals	4,085.91	4,049.62
ADA totals	4,085.91	4,049.62

Average daily attendance is a measurement of the number of pupils attending classes of the district. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2008

TABLE D-2 397

Grade Level	1982-83 Actual Minutes	1986-87 Minutes Requirement	2007-08 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Kindergarten	31,680	36,000	42,530	180	-	Complied
Grade 1	51,200	50,400	54,570	180	-	Complied
Grade 2	51,200	50,400	54,570	180	-	Complied
Grade 3	51,200	50,400	54,570	180	-	Complied
Grade 4	51,200	54,000	54,570	180	-	Complied
Grade 5	51,200	54,000	54,570	180	-	Complied
Grade 6	51,200	54,000	54,570	180	-	Complied

Districts, including basic aid districts, must maintain their instructional minutes at either the 1982-83 actual minutes or the 1986-87 requirements, whichever is greater, as required by Education Code Section 46201. This schedule is required of all districts, including basic aid districts.

The district has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the district and whether the district complied with the provisions of Education Code Sections 46200 through 46206.

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
YEAR ENDED JUNE 30, 2008

TABLE D-3 398

General Fund	(Budget) 2009	2008	2007	2006
Revenues and other financial sources	$ 37,664,211	$ 39,525,247	$ 36,103,824	$ 32,469,022
Expenditures, other uses and transfers out	38,894,394	37,543,208	33,368,516	31,343,638
Change in fund balance (deficit)	(1,230,183)	1,982,039	2,735,308	1,125,384
Ending fund balance	$ 10,251,573	$ 11,481,756	$ 9,499,717	$ 6,764,409
Available reserves	$ 9,092,345	$ 10,322,528	$ 8,218,035	$ 6,744,408
Available reserves as a percentage of total outgo	23.4%	27.5%	24.6%	21.5%
Total long-term debt	$ 29,911,632	$ 30,744,760	$ 30,964,085	$ 22,890,183
Average daily attendance at P-2	3,925	4,086	3,719	3,609

This schedule discloses the district's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the district's ability to continue as a going concern for a reasonable period of time.

The district's general fund balance has increased by $5,842,731 over the past three years. The fiscal year 2008-09 budget projects a decrease of $1,230,183. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, other uses and transfers out.

Long-term debt has increased by $7,321,487 over the past three years.

Average daily attendance (ADA) has increased by 161 over the past three years.

DEL MAR UNION SCHOOL DISTRICT

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2008

TABLE D-4

The fund balances for all funds reported in the accompanying audited financial statements are in agreement with the fund balances reported by the district in their unaudited financial statements.

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF CHARTER SCHOOLS
YEAR ENDED JUNE 30, 2008

TABLE D-5 400

No charter schools are chartered by Del Mar Union School District.

Charter Schools	Included In Audit?
None	N/A

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF EXCESS SICK LEAVE
YEAR ENDED JUNE 30, 2008

The following disclosure is made for excess sick leave as that term is defined in subdivision (c) of Education Code Section 22170.5:

Titles of Employees Exhibiting Excess Sick Leave	Is Excess Sick Leave Authorized By Employee's Contract?	Was Excess Sick Leave Found To Be Accrued For Employee?	Contract Authorizing Excess Sick Leave	Is Excess Sick Leave Authorized In Teachers' Contract?
None	N/A	N/A	N/A	N/A

DEL MAR UNION SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2008

TABLE D-7 402

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION			
Passed Through State Department of Education:			
Special Education *	84.027	03379	$ 541,215
Preschool *	84.173	03430	111,007
Emergency Response & Crisis Management	84.184	03453	32,654
Title IV - Safe and Drug Free Schools	84.186	03453	12,414
Title V - Innovative	84.298	03340	2,926
Title II - Teacher Quality	84.367	04035	48,402
Total Passed Through State Department of Education			748,618
Total U. S. Department of Education			748,618
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
National School Lunch *	10.555	05310	91,471
Total U. S. Department of Agriculture			91,471
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 840,089

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

DEL MAR UNION SCHOOL DISTRICT
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2008

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Del Mar Union School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

Other Independent Auditor's Reports

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Del Mar Union School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
November 7, 2008

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Avenue
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Trustees
Del Mar Union School District
Del Mar, California

Members of the Board of Trustees:

We have audited the financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Del Mar Union School District as of and for the year ended June 30, 2008, which collectively comprise the Del Mar Union School District's basic financial statements and have issued our report thereon dated November 7, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Del Mar Union School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the Del Mar Union School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Del Mar Union School District's internal control over financial reporting. A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Del Mar Union School District's ability to initiate, authorize, record, process or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Del Mar Union School District's financial statements that is more than inconsequential will not be prevented by the Del Mar Union School District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Del Mar Union School District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Avenue
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Report on Compliance with Requirements Applicable
To each Major Program and on Internal Control over Compliance
In Accordance With OMB Circular A-133

Board of Trustees
Del Mar Union School District
Del Mar, California

Members of the Board of Trustees:

Compliance
We have audited the compliance of Del Mar Union School District with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2008. Del Mar Union School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Del Mar Union School District's management. Our responsibility is to express an opinion on Del Mar Union School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Del Mar Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Del Mar Union School District's compliance with those requirements.

In our opinion, Del Mar Union School District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2008.

Internal Control Over Compliance
The management of Del Mar Union School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Del Mar Union School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Del Mar Union School District's internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
November 7, 2008

Wilkinson Hadley King & Co. LLP
CPA's and Advisors
250 E. Douglas Avenue
El Cajon, CA 92020
Tel 619-447-6700 Fax 619-447-6707

Auditor's Report on State Compliance

Board of Trustees
Del Mar Union School District
Del Mar, California

Members of the Board of Trustees:

We have audited the basic financial statements of the Del Mar Union School District ("District") as of and for the year ended June 30, 2008, and have issued our report thereon dated November 7, 2008. Our audit was made in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State's audit guide, *Standards and Procedures for Audits of California K-12 Local Education Agencies 2007-08*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The District's management is responsible for the District's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Description	Procedures In Audit Guide	Procedures Performed
Attendance Accounting:		
Attendance Reporting	8	Yes
Kindergarten Continuance	3	Yes
Independent Study	23	Not Applicable
Continuation Education	10	Not Applicable
Adult Education	9	Not Applicable
Regional Occupational Centers and Programs	6	Not Applicable
Instructional Time:		
School Districts	6	Yes
County Offices of Education	3	Not Applicable
Community Day Schools	9	Not Applicable
Morgan-Hart Class Size Reduction Program	7	Not Applicable
Instructional Materials:		
General Requirements	12	Yes
Grades K-8 Only	1	Yes
Grades 9-12 Only	1	Not Applicable
Ratios of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	Not Applicable
GANN Limit Calculation	1	Yes

School Construction Funds:		
School District Bonds	3	Yes
State School Facilities Funds	1	Not Applicable
Excess Sick Leave	2	Yes
Notice of Right to Elect California State Teachers Retirement System (CalSTRS) Membership	1	Yes
Proposition 20 Lottery Funds (Cardenas Textbook Act of 2000)	2	Yes
State Lottery Funds (California State Lottery Act of 1984)	2	Yes
California School Age Families Education (Cal-SAFE) Program	3	Not Applicable
School Accountability Report Card	3	Yes
Mathematics and Reading Professional Development	4	Not Applicable
Class Size Reduction Program (Including In Charter Schools):		
General Requirements	7	Yes
Option One Classes	3	Yes
Option Two Classes	4	Not Applicable
Only One School Serving Grades K-3	4	Not Applicable
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	4	Not Applicable
Before School	5	Not Applicable
Contemporaneous Records of Attendance, For Charter Schools	1	Not Applicable
Mode of Instruction, for Charter Schools	1	Not Applicable
Nonclassroom-Based Instruction/Independent Study, For Charter Schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, For Charter Schools	3	Not Applicable
Annual Instructional Minutes - Classroom Based, For Charter Schools	3	Not Applicable

The term "Not Applicable" is used above to mean either that the District did not offer the program during the current fiscal year or that the program applies only to a different type of local education agency.

Based on our audit, we found that, for the items tested, Del Mar Union School District complied with the state laws and regulations referred to above, except as described in the Findings and Recommendations section of this report. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the Del Mar Union School District had not complied with the state laws and regulations.

This report is intended solely for the information and use of the Board of Trustees, management, State Controller's Office, Department of Finance, Department of Education, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Wilkinson Hadley King & Co., LLP

El Cajon, California
November 7, 2008

Findings and Recommendations Section

DEL MAR UNION SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unqualified	
Internal control over financial reporting:		
One or more material weaknesses identified?	___ Yes	X No
One or more significant deficiencies identified that are are not considered to be material weaknesses?	___ Yes	X None Reported
Noncompliance material to financial statements noted?	___ Yes	X No

2. Federal Awards

Internal control over major programs:		
One or more material weaknesses identified?	___ Yes	X No
One or more significant deficiencies identified that are not considered to be material weaknesses?	___ Yes	X None Reported
Type of auditor's report issued on compliance for major programs:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	___ Yes	X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.555	Child Nutrition
84.173	Preschool
84.367	Title II Teacher Quality

Dollar threshold used to distinguish between type A and type B programs:	$300,000	
Auditee qualified as low-risk auditee?	X Yes	___ No

DEL MAR UNION SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

3. State Awards

Internal control over state programs:

One or more material weaknesses identified?	____ Yes	X	No
One or more significant deficiencies identified that are are not considered to be material weaknesses?	____ Yes	X	None Reported

Type of auditor's report issued on compliance for state programs: Unqualified

B. Financial Statement Findings

None

C. Federal Award Findings and Questioned Costs

None

D. State Award Findings and Questioned Costs

Finding 2008-1 (10000)
Attendance

Criteria or Specific Requirement
Determine that the Second Period and Annual reports of attendance submitted to the California Department of Education reconcile to the supporting documents and summaries maintained by the District.

Condition
In review of the P2 Second Period attendance report, the attendance for extended year special education calculated on the District recap summary was not included. The extended year special education attendance was included on the P1 First Period and Annual reports; however, the average daily attendance was inadvertently not disclosed and reported on the P2 Second Period report.

Questioned Costs
Understated 6.04 ADA at P2. No amount due-Basic Aid District.

Recommendation
Amend the P2 Second Period report to reflect the additional attendance for extended year special education. In future periods, include all components of attendance on the reports submitted to the California Department of Education and reconcile all amounts reported to supporting documents and summaries prepared by the District prior to submission.

LEA's Response
The District has amended the P2 Second Period report to reflect the additional attendance for extended year special education. In future periods, the District will implement an additional review process to ensure all submitted components of attendance on the reports submitted to the California Department of Education are included.

DEL MAR UNION SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2008

Finding/Recommendation	Current Status	Management's Explanation If Not Implemented
The were no findings reported in the June 30, 2007 audit report.		

January 12, 2009

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 December 31, 2008. Budget amounts are those reflected in the 2008-2009 First Interim Budget.

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

RECOMMENDED: For information only. No action required.

10.11

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

		2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ 30,529,550	$ 12,655,907	59%
	Federal Revenue	-	-	-
	Other State Revenue	2,835,404	633,178	78%
	Other Local Revenue	1,224,361	927,732	24%
Total Revenues		**$ 34,589,315**	**$ 14,216,817**	59%
Expenditures				
	Certificated Salaries	$ 18,802,421	$ 8,402,625	55%
	Classified Salaries	3,554,576	1,582,748	55%
	Employee Benefits	5,228,969	2,323,241	56%
	Books and Supplies	1,522,707	726,222	52%
	Services and Other Operating	2,773,123	1,285,908	54%
	Capital Outlay	126,630	2,160	98%
	Other Outgo	7,565	11,565	-53%
	Transfers of Indirect/Direct Support	-	-	-
Total Expenditures		**$ 32,015,991**	**$ 14,334,469**	55%
Excess (Deficiency) Revenues and Expenditures		**$ 2,573,324**	**$ (117,651)**	
Other Financing Sources and Uses				
	Transfers In	$ -	$ -	
	Transfers Out	$ -	$ -	
	Contributions	$ (4,428,540)	$ -	
Other Financing Sources and Uses		**$ (4,428,540)**	**$ -**	
Net Increase (Decrease) In Fund Balance		**$ (1,855,216)**	**$ (117,651)**	
Beginning Fund Balance		**$ 10,355,412**		
Ending Fund Balance**		**$ 8,500,196**		

* 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
December 31, 2008

		2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ 354,310	$ -	100%
	Federal Revenue	714,663	18,579	97%
	Other State Revenue	1,079,887	927,327	14%
	Other Local Revenue	1,493,516	678,103	55%
Total Revenues		**$ 3,642,376**	**$ 1,624,009**	55%
Expenditures				
	Certificated Salaries	$ 2,526,541	$ 1,213,236	52%
	Classified Salaries	2,154,726	910,573	58%
	Employee Benefits	988,642	448,405	55%
	Books and Supplies	1,336,433	458,315	66%
	Services and Other Operating	1,812,860	938,512	48%
	Capital Outlay	-	(1,600)	-
	Other Outgo	88,176	44,087.55	50%
	Transfers of Indirect/Direct Support	-	-	-
Total Expenditures		**$ 8,907,378**	**$ 4,011,528**	55%
Excess (Deficiency) Revenues and Expenditures		**$ (5,265,002)**	**$ (2,387,519)**	
Other Financing Sources and Uses				
	Transfers In	$ -	$ -	
	Transfers Out	$ (190,230)	$ -	
	Contributions	$ 4,428,540	$ -	
Other Financing Sources and Uses		**$ 4,238,310**	**$ -**	
Net Increase (Decrease) In Fund Balance		**$ (1,026,692)**	**$ (2,387,519)**	
Beginning Fund Balance		**$ 1,126,343**		
Ending Fund Balance**		**$ 99,651**		

* 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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ 30,883,860	$ 12,655,907	59%
Federal Revenue	714,663	18,579	97%
Other State Revenue	3,915,291	1,560,505	60%
Other Local Revenue	2,717,877	1,605,835	41%
Total Revenues	**$ 38,231,691**	**$ 15,840,827**	59%
Expenditures			
Certificated Salaries	$ 21,328,962	$ 9,615,861	55%
Classified Salaries	5,709,302	2,493,321	56%
Employee Benefits	6,217,611	2,771,646	55%
Books and Supplies	2,859,140	1,184,537	59%
Services and Other Operating	4,585,983	2,224,420	51%
Capital Outlay	126,630	560	100%
Other Outgo	95,741	55,652	42%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	**$ 40,923,369**	**$ 18,345,997**	55%
Excess (Deficiency) Revenues and Expenditures	**$ (2,691,678)**	**$ (2,505,170)**	
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	**$ (2,881,908)**	**$ (2,505,170)**	
Beginning Fund Balance	**$ 11,481,755**		
Ending Fund Balance**	**$ 8,599,847**		

* 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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	-
Federal Revenue	111,585	10,755	90%
Other State Revenue	4,795	1,104	77%
Other Local Revenue	866,794	379,405	56%
Total Revenues	**$ 983,174**	**$ 391,264**	60%
Expenditures			
Certificated Salaries	$ -	$ -	-
Classified Salaries	116,169	45,435	61%
Employee Benefits	34,934	16,775	52%
Books and Supplies (food)	746,314	239,914	68%
Services and Other Operating	7,333	4,074	44%
Capital Outlay	-	-	-
Other Outgo	22,121	-	100%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	**$ 926,871**	**$ 306,198**	67%
Excess (Deficiency) Revenues and Expenditures	**$ 56,303**	**$ 85,066**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 56,303**	**$ 85,066**	
Beginning Fund Balance	**$ 8**		
Ending Fund Balance**	**$ 56,311**		

* 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
December 31, 2008

		2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ -	$ -	-
	Federal Revenue	-	-	-
	Other State Revenue	-	-	-
	Other Local Revenue	8,000	6,074	24%
Total Revenues		**$ 8,000**	**$ 6,074**	24%
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)**	**$ (65,387)**	
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**	**$ (65,387)**	
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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	38,000	10,505	72%
Total Revenues	**$ 38,000**	**$ 10,505**	72%
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**	**$ 10,505**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 38,000**	**$ 10,505**	
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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	127,400	50,240	61%
Total Revenues	**$ 127,400**	**$ 50,240**	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**	**$ 50,240**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 117,400**	**$ 50,240**	
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
December 31, 2008

		2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ -	$ -	-
	Federal Revenue	-	-	-
	Other State Revenue	-	-	-
	Other Local Revenue	275,000	161,728	41%
Total Revenues		**$ 275,000**	**$ 161,728**	41%
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		**$ 275,000**	**$ 161,728**	
Other Financing Sources and Uses				
	Transfers In	$ -	$ -	
	Transfers Out	$ -	$ -	
	Contributions	$ -	$ -	
Other Financing Sources and Uses		**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance		**$ 275,000**	**$ 161,728**	
Beginning Fund Balance		**$ 7,833,784**		
Ending Fund Balance**		**$ 8,108,784**		

* 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)
December 31, 2008

		2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	$ -	$ -	-
	Federal Revenue	-	-	-
	Other State Revenue	-	-	-
	Other Local Revenue	2,795,194	679,711	76%
Total Revenues		**$ 2,795,194**	**$ 679,711**	76%
Expenditures				
	Certificated Salaries	$ -	$ -	-
	Classified Salaries	-	-	-
	Employee Benefits	-	-	-
	Books and Supplies	12,728	13,054	-3%
	Services and Other Operating	160,992	34,545	79%
	Capital Outlay	1,862,291	46,657	97%
	Other Outgo	-	-	-
	Transfers of Indirect/Direct Support	-	-	-
Total Expenditures		**$ 2,036,011**	**$ 94,257**	95%
Excess (Deficiency) Revenues and Expenditures		**$ 759,183**	**$ 585,454**	
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		**$ (1,255,681)**	**$ (684,496)**	
Beginning Fund Balance		**$ 6,865,255**		
Ending Fund Balance**		**$ 5,609,574**		

* 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)
December 31, 2008

	2008-09 First Interim	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**	37%
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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	2,623,000	1,247,901	52%
Total Revenues	**$ 2,623,000**	**$ 1,247,901**	52%
Expenditures			
Certificated Salaries	$ 63,479	$ 31,739	50%
Classified Salaries	1,679,149	931,265	45%
Employee Benefits	350,592	185,929	47%
Books and Supplies	205,527	70,785	66%
Services and Other Operating	156,170	42,004	73%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	**$ 2,454,917**	**$ 1,261,722**	49%
Excess (Deficiency) Revenues and Expenditures	**$ 168,083**	**$ (13,822)**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 168,083**	**$ (13,822)**	
Beginning Fund Balance	**$ 1,279,611**		
Ending Fund Balance**	**$ 1,447,694**		

* 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
December 31, 2008

	2008-09 First Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	$ -	$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	1,400	357	75%
Total Revenues	**$ 1,400**	**$ 357**	75%
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**	**$ 357**	
Other Financing Sources and Uses			
Transfers In	$ -	$ -	
Transfers Out	$ -	$ -	
Contributions	$ -	$ -	
Other Financing Sources and Uses	**$ -**	**$ -**	
Net Increase (Decrease) In Fund Balance	**$ 1,400**	**$ 357**	
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

January 15, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of the 2008-2009 Salary Schedules

District staff is pleased to recommend that the Board of Trustees approve the following 2008-2009 Salary Schedules:

Group 1 – Regular Classified
Group 3 – Regular Certificated
Group 4 – Certificated Administrators Principals
Group 5 – Certificated Management
Group 8 – Assistant Principal
Group 9 – Classified Hourly & Temporary Employees
Group 13 – Classified Management

District administration and the Del Mar California Teachers Association (DMCTA) reached an agreement on the 2008/2009 wages and benefits which includes a 3.0 % cost of living adjustment improvement to the salary schedules listed above. The 2008/2009 Salary Schedules for all groups are attached.

FISCAL IMPACT: Please see Disclosure of Collective Bargaining Agreement for Fiscal Year 2008/2009 included in January 21, 2009 regular board meeting.

RECOMMENDED: The Superintendent recommends approval of the 2008/2009 salary schedules as attached.

10.12

DEL MAR UNION SCHOOL DISTRICT
GROUP 1 - REGULAR CLASSIFIED

CLASSIFIED SALARY SCHEDULE: Effective December 1, 2008

ADOPTED BY BOARD OF TRUSTEES - January 21, 2009

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	LONGEVITY		
	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL @ 5%	ANNUAL @ 10%	ANNUAL @ 15%
RANGE	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY
	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY
1	$21,080.04	$22,129.81	$23,234.63	$24,394.48	$25,617.43	$26,900.78	$28,241.86	$29,654.09	$31,136.79	$32,619.49	$34,102.20
	1,756.67	1,844.15	1,936.22	2,032.87	2,134.79	2,241.73	2,353.49	2,471.17	2,594.73	2,718.29	2,841.85
	10.13	10.64	11.17	11.73	12.32	12.93	13.58	14.26	14.97	15.68	16.40
2	$21,606.59	$22,682.89	$23,816.58	$25,004.62	$26,257.42	$27,571.99	$28,949.32	$30,395.10	$31,914.86	$33,434.61	$34,954.37
	1,800.55	1,890.24	1,984.71	2,083.72	2,188.12	2,297.67	2,412.44	2,532.93	2,659.57	2,786.22	2,912.86
	10.39	10.91	11.45	12.02	12.62	13.26	13.92	14.61	15.34	16.07	16.80
3	$22,146.24	$23,249.39	$24,412.27	$25,629.50	$26,914.20	$28,260.31	$29,672.88	$31,156.50	$32,714.32	$34,272.15	$35,829.97
	1,845.52	1,937.45	2,034.36	2,135.79	2,242.85	2,355.03	2,472.74	2,596.37	2,726.19	2,856.01	2,985.83
	10.65	11.18	11.74	12.32	12.94	13.59	14.27	14.98	15.73	16.48	17.23
4	$22,699.13	$23,830.66	$25,023.58	$26,271.03	$27,588.10	$28,968.08	$30,415.83	$31,934.86	$33,531.60	$35,128.35	$36,725.09
	1,891.59	1,985.89	2,085.30	2,189.25	2,299.01	2,414.01	2,534.65	2,661.24	2,794.30	2,927.36	3,060.42
	10.91	11.46	12.03	12.63	13.26	13.93	14.62	15.35	16.12	16.89	17.66
5	$23,265.57	$24,425.36	$25,649.64	$26,928.97	$28,278.10	$29,693.61	$31,175.21	$32,733.94	$34,370.64	$36,007.34	$37,644.03
	1,938.80	2,035.45	2,137.47	2,244.08	2,356.51	2,474.47	2,597.93	2,727.83	2,864.22	3,000.61	3,137.00
	11.19	11.74	12.33	12.95	13.60	14.28	14.99	15.74	16.52	17.31	18.10
6	$23,846.09	$25,040.18	$26,289.64	$27,602.87	$28,985.56	$30,434.69	$31,953.65	$33,552.14	$35,229.74	$36,907.35	$38,584.96
	1,987.17	2,086.68	2,190.80	2,300.24	2,415.46	2,536.22	2,662.80	2,796.01	2,935.81	3,075.61	3,215.41
	11.46	12.04	12.64	13.27	13.94	14.63	15.36	16.13	16.94	17.74	18.55
7	$24,442.12	$25,665.07	$26,948.11	$28,294.31	$29,709.13	$31,194.50	$32,752.39	$34,392.49	$36,112.12	$37,831.74	$39,551.36
	2,036.84	2,138.76	2,245.68	2,357.86	2,475.76	2,599.54	2,729.37	2,866.04	3,009.34	3,152.65	3,295.95
	11.75	12.34	12.96	13.60	14.28	15.00	15.75	16.53	17.36	18.19	19.02
8	$25,053.61	$26,306.75	$27,622.00	$29,000.42	$30,451.48	$31,975.13	$33,572.71	$35,253.33	$37,015.99	$38,778.66	$40,541.33
	2,087.80	2,192.23	2,301.83	2,416.70	2,537.62	2,664.59	2,797.73	2,937.78	3,084.67	3,231.55	3,378.44
	12.05	12.65	13.28	13.94	14.64	15.37	16.14	16.95	17.80	18.64	19.49
9	$25,679.18	$26,963.87	$28,311.32	$29,725.23	$31,212.63	$32,772.94	$34,411.63	$36,133.02	$37,939.67	$39,746.32	$41,552.97
	2,139.93	2,246.99	2,359.28	2,477.10	2,601.05	2,731.08	2,867.64	3,011.08	3,161.64	3,312.19	3,462.75
	12.35	12.96	13.61	14.29	15.01	15.76	16.54	17.37	18.24	19.11	19.98
10	$26,320.85	$27,637.77	$29,017.84	$30,470.28	$31,992.59	$33,593.16	$35,270.78	$37,034.78	$38,886.52	$40,738.26	$42,590.00
	2,193.40	2,303.15	2,418.15	2,539.19	2,666.05	2,799.43	2,939.23	3,086.23	3,240.54	3,394.85	3,549.17
	12.65	13.29	13.95	14.65	15.38	16.15	16.96	17.81	18.70	19.59	20.48
11	$26,978.30	$28,327.43	$29,742.35	$31,231.09	$32,793.51	$34,431.76	$36,152.75	$37,960.99	$39,859.04	$41,757.09	$43,655.14
	2,248.19	2,360.62	2,478.53	2,602.59	2,732.79	2,869.31	3,012.73	3,163.42	3,321.59	3,479.76	3,637.93
	12.97	13.62	14.30	15.01	15.77	16.55	17.38	18.25	19.16	20.08	20.99
12	$27,652.54	$29,037.91	$30,486.39	$32,011.38	$33,612.54	$35,292.26	$37,056.20	$38,912.77	$40,858.40	$42,804.04	$44,749.68
	2,304.38	2,419.83	2,540.53	2,667.61	2,801.05	2,941.02	3,088.02	3,242.73	3,404.87	3,567.00	3,729.14
	13.29	13.96	14.66	15.39	16.16	16.97	17.82	18.71	19.64	20.58	21.51
13	$28,342.54	$29,762.82	$31,247.54	$32,811.46	$34,453.24	$36,175.57	$37,982.47	$39,884.68	$41,878.91	$43,873.15	$45,867.38
	2,361.88	2,480.24	2,603.96	2,734.29	2,871.10	3,014.63	3,165.21	3,323.72	3,489.91	3,656.10	3,822.28
	13.63	14.31	15.02	15.77	16.56	17.39	18.26	19.18	20.13	21.09	22.05
14	$29,051.34	$30,506.52	$32,031.51	$33,633.02	$35,315.08	$37,080.36	$38,932.90	$40,883.78	$42,927.97	$44,972.16	$47,016.35
	2,420.94	2,542.21	2,669.29	2,802.75	2,942.92	3,090.03	3,244.41	3,406.98	3,577.33	3,747.68	3,918.03
	13.97	14.67	15.40	16.17	16.98	17.83	18.72	19.66	20.64	21.62	22.60
15	$29,779.02	$31,270.36	$32,832.94	$34,472.24	$36,199.53	$38,007.97	$39,906.16	$41,903.84	$43,999.03	$46,094.22	$48,189.41
	2,481.59	2,605.86	2,736.08	2,872.69	3,016.63	3,167.33	3,325.51	3,491.99	3,666.59	3,841.19	4,015.78
	14.32	15.03	15.79	16.57	17.40	18.27	19.19	20.15	21.15	22.16	23.17
16	$30,522.04	$32,050.81	$33,654.50	$35,335.21	$37,103.18	$38,959.75	$40,902.23	$42,949.43	$45,096.90	$47,244.37	$49,391.84
	2,543.50	2,670.90	2,804.54	2,944.60	3,091.93	3,246.65	3,408.52	3,579.12	3,758.07	3,937.03	4,115.99
	14.67	15.41	16.18	16.99	17.84	18.73	19.66	20.65	21.68	22.71	23.75
17	$31,286.61	$32,850.64	$34,494.27	$36,217.18	$38,029.45	$39,933.01	$41,926.64	$44,023.36	$46,224.53	$48,425.70	$50,626.87
	2,607.22	2,737.55	2,874.52	3,018.10	3,169.12	3,327.75	3,493.89	3,668.61	3,852.04	4,035.48	4,218.91
	15.04	15.79	16.58	17.41	18.28	19.20	20.16	21.17	22.22	23.28	24.34
18	$32,069.10	$33,670.27	$35,355.01	$37,121.13	$38,978.54	$40,931.77	$42,974.93	$45,124.15	$47,380.36	$49,636.56	$51,892.77
	2,672.43	2,805.86	2,946.25	3,093.43	3,248.21	3,410.98	3,581.24	3,760.35	3,948.36	4,136.38	4,324.40
	15.42	16.19	17.00	17.85	18.74	19.68	20.66	21.69	22.78	23.86	24.95

RANGE	STEP 1 ANNUAL MONTHLY HOURLY	STEP 2 ANNUAL MONTHLY HOURLY	STEP 3 ANNUAL MONTHLY HOURLY	STEP 4 ANNUAL MONTHLY HOURLY	STEP 5 ANNUAL MONTHLY HOURLY	STEP 6 ANNUAL MONTHLY HOURLY	STEP 7 ANNUAL MONTHLY HOURLY	STEP 8 ANNUAL MONTHLY HOURLY	LONGEVITY ANNUAL @ 5% MONTHLY HOURLY	LONGEVITY ANNUAL @ 10% MONTHLY HOURLY	LONGEVITY ANNUAL @ 15% MONTHLY HOURLY
19	$32,870.53	$34,517.68	$36,244.03	$38,049.59	$39,955.83	$41,953.07	$44,048.87	$46,253.13	$48,565.78	$50,878.44	$53,191.09
	2,739.21	2,876.47	3,020.34	3,170.80	3,329.65	3,496.09	3,670.74	3,854.43	4,047.15	4,239.87	4,432.59
	15.80	16.60	17.43	18.29	19.21	20.17	21.18	22.24	23.35	24.46	25.57
20	$33,692.09	$35,378.17	$37,144.80	$39,004.05	$40,951.90	$43,001.78	$45,151.00	$47,408.95	$49,779.40	$52,149.85	$54,520.29
	2,807.67	2,948.18	3,095.40	3,250.34	3,412.66	3,583.48	3,762.58	3,950.75	4,148.28	4,345.82	4,543.36
	16.20	17.01	17.86	18.75	19.69	20.67	21.71	22.79	23.93	25.07	26.21
21	$34,533.79	$36,262.83	$38,075.10	$39,977.31	$41,980.20	$44,075.72	$46,278.63	$48,594.31	$51,024.02	$53,453.74	$55,883.45
	2,877.82	3,021.90	3,172.92	3,331.44	3,498.35	3,672.98	3,856.55	4,049.53	4,252.00	4,454.48	4,656.95
	16.60	17.43	18.31	19.22	20.18	21.19	22.25	23.36	24.53	25.70	26.87
22	$35,396.96	$37,168.96	$39,026.87	$40,978.75	$43,027.29	$45,179.19	$47,434.46	$49,807.51	$52,297.89	$54,788.27	$57,278.64
	2,949.75	3,097.41	3,252.24	3,414.90	3,585.61	3,764.93	3,952.87	4,150.63	4,358.16	4,565.69	4,773.22
	17.02	17.87	18.76	19.70	20.69	21.72	22.81	23.95	25.14	26.34	27.54
23	$36,280.28	$38,096.57	$40,002.81	$42,001.68	$44,103.91	$46,309.51	$48,622.50	$51,053.62	$53,606.31	$56,158.99	$58,711.67
	3,023.36	3,174.71	3,333.57	3,500.14	3,675.33	3,859.13	4,051.88	4,254.47	4,467.19	4,679.92	4,892.64
	17.44	18.32	19.23	20.19	21.20	22.26	23.38	24.55	25.77	27.00	28.23
24	$37,185.59	$39,048.35	$41,002.92	$43,051.45	$45,204.69	$47,464.99	$49,838.73	$52,330.27	$54,946.78	$57,563.29	$60,179.81
	3,098.80	3,254.03	3,416.91	3,587.62	3,767.06	3,955.42	4,153.23	4,360.86	4,578.90	4,796.94	5,014.98
	17.88	18.77	19.71	20.70	21.73	22.82	23.96	25.16	26.42	27.67	28.93
25	$38,116.74	$40,025.97	$42,028.53	$44,126.73	$46,332.83	$48,651.69	$51,082.22	$53,641.06	$56,323.12	$59,005.17	$61,687.22
	3,176.39	3,335.50	3,502.38	3,677.23	3,861.07	4,054.31	4,256.85	4,470.09	4,693.59	4,917.10	5,140.60
	18.33	19.24	20.21	21.21	22.28	23.39	24.56	25.79	27.08	28.37	29.66
26	$39,071.20	$41,024.64	$43,077.46	$45,232.89	$47,492.68	$49,866.58	$52,363.83	$54,981.55	$57,730.63	$60,479.70	$63,228.78
	3,255.93	3,418.72	3,589.79	3,769.41	3,957.72	4,155.55	4,363.65	4,581.80	4,810.89	5,039.98	5,269.07
	18.78	19.72	20.71	21.75	22.83	23.97	25.17	26.43	27.76	29.08	30.40
27	$40,049.80	$42,052.19	$44,153.58	$46,363.20	$48,682.16	$51,115.38	$53,669.66	$56,354.85	$59,172.59	$61,990.33	$64,808.07
	3,337.48	3,504.35	3,679.46	3,863.60	4,056.85	4,259.61	4,472.47	4,696.24	4,931.05	5,165.86	5,400.67
	19.25	20.22	21.23	22.29	23.40	24.57	25.80	27.09	28.45	29.80	31.16
28	$41,051.24	$43,101.96	$45,259.48	$47,520.03	$49,897.05	$52,392.02	$55,013.77	$57,761.11	$60,649.17	$63,537.22	$66,425.28
	3,420.94	3,591.83	3,771.62	3,960.00	4,158.09	4,366.00	4,584.48	4,813.43	5,054.10	5,294.77	5,535.44
	19.74	20.72	21.76	22.85	23.99	25.19	26.45	27.77	29.16	30.55	31.94
29	$42,079.54	$44,181.52	$46,388.71	$48,709.76	$51,143.57	$53,704.41	$56,386.38	$59,203.60	$62,163.78	$65,123.96	$68,084.14
	3,506.63	3,681.79	3,865.73	4,059.15	4,261.96	4,475.37	4,698.86	4,933.63	5,180.31	5,427.00	5,673.68
	20.23	21.24	22.30	23.42	24.59	25.82	27.11	28.46	29.89	31.31	32.73
30	$43,130.65	$45,286.58	$47,549.90	$49,925.15	$52,424.58	$55,047.33	$57,800.63	$60,686.64	$63,720.97	$66,755.30	$69,789.64
	3,594.22	3,773.88	3,962.49	4,160.43	4,368.71	4,587.28	4,816.72	5,057.22	5,310.08	5,562.94	5,815.80
	20.74	21.77	22.86	24.00	25.20	26.47	27.79	29.18	30.64	32.09	33.55
31	$44,206.93	$46,419.59	$48,740.63	$51,175.58	$53,732.75	$56,420.82	$59,245.08	$62,203.77	$65,313.96	$68,424.15	$71,534.34
	3,683.91	3,868.30	4,061.72	4,264.63	4,477.73	4,701.74	4,937.09	5,183.65	5,442.83	5,702.01	5,961.19
	21.25	22.32	23.43	24.60	25.83	27.13	28.48	29.91	31.40	32.90	34.39
32	$45,312.09	$47,577.91	$49,958.21	$52,453.77	$55,078.55	$57,828.73	$60,723.58	$63,758.30	$66,946.21	$70,134.13	$73,322.04
	3,776.01	3,964.83	4,163.18	4,371.15	4,589.88	4,819.06	5,060.30	5,313.19	5,578.85	5,844.51	6,110.17
	21.78	22.87	24.02	25.22	26.48	27.80	29.19	30.65	32.19	33.72	35.25
33	$46,446.43	$48,767.48	$51,206.66	$53,766.66	$56,455.53	$59,275.95	$62,242.71	$65,351.75	$68,619.34	$71,886.93	$75,154.52
	3,870.54	4,063.96	4,267.22	4,480.55	4,704.63	4,939.66	5,186.89	5,445.98	5,718.28	5,990.58	6,262.88
	22.33	23.45	24.62	25.85	27.14	28.50	29.92	31.42	32.99	34.56	36.13
34	$47,607.60	$49,986.67	$52,486.83	$55,110.82	$57,866.92	$60,757.85	$63,798.77	$66,985.55	$70,334.82	$73,684.10	$77,033.38
	3,967.30	4,165.56	4,373.90	4,592.57	4,822.24	5,063.15	5,316.56	5,582.13	5,861.24	6,140.34	6,419.45
	22.89	24.03	25.23	26.50	27.82	29.21	30.67	32.20	33.81	35.43	37.04
35	$48,798.36	$51,237.54	$53,798.88	$56,489.09	$59,314.88	$62,279.79	$65,393.37	$68,663.51	$72,096.68	$75,529.86	$78,963.03
	4,066.53	4,269.79	4,483.24	4,707.42	4,942.91	5,189.98	5,449.45	5,721.96	6,008.06	6,294.15	6,580.25
	23.46	24.63	25.86	27.16	28.52	29.94	31.44	33.01	34.66	36.31	37.96
38	$51,783.90	$54,373.43	$57,091.83	$59,945.82	$62,943.45	$66,090.08	$69,395.13	$72,865.29	$76,508.55	$80,151.81	$83,795.08
	4,315.33	4,531.12	4,757.65	4,995.49	5,245.29	5,507.51	5,782.93	6,072.11	6,375.71	6,679.32	6,982.92
	24.90	26.14	27.45	28.82	30.26	31.77	33.36	35.03	36.78	38.53	40.29
40	$53,153.81	$55,811.75	$58,602.08	$61,532.18	$64,608.80	$67,839.23	$71,231.20	$74,792.76	$78,532.39	$82,272.03	$86,011.67
	4,429.48	4,650.98	4,883.51	5,127.68	5,384.07	5,653.27	5,935.93	6,232.73	6,544.37	6,856.00	7,167.64
	25.55	26.83	28.17	29.58	31.06	32.62	34.25	35.96	37.76	39.55	41.35
41	$56,589.77	$59,419.59	$62,390.46	$65,510.16	$68,785.67	$72,224.95	$75,836.05	$79,628.09	$83,609.50	$87,590.90	$91,572.31
	4,715.81	4,951.63	5,199.21	5,459.18	5,732.14	6,018.75	6,319.67	6,635.67	6,967.46	7,299.24	7,631.03
	27.21	28.57	30.00	31.50	33.07	34.72	36.46	38.28	40.20	42.11	44.03
51	$72,439.69	$76,062.11	$79,866.67	$83,858.54	$88,051.47	$92,454.05	$97,076.56	$101,931.09	$107,027.64	$112,124.20	$117,220.75
	6,036.64	6,338.51	6,655.56	6,988.21	7,337.62	7,704.50	8,089.71	8,494.26	8,918.97	9,343.68	9,768.40
	34.83	36.57	38.40	40.32	42.33	44.45	46.67	49.01	51.46	53.91	56.36

RANGE	BARGAINING UNIT CLASSIFICATION
5	Summer Temporary Custodian
6	School Age - Childcare Worker I
	Noon Duty
10	School Age Child Care Worker II
	Childcare Instructional Assistant - Preschool
	Instructional Aide I - Classroom, ELL Aide
11	Child Care Program Specialist
12	Special Education Aide I
	Childcare Teacher - Preschool
14	Child Nutrition Services Assistant
16	Custodian/Night Custodian
	Instructional Aide II - ESC, PE
	Volunteer Coordinator
	Health Aide Technician
18	Special Education Aide II
19	District Groundsman/Custodian
	Child Nutrition Delivery Driver
	Child Nutirtion Services Assistant II
20	Account Clerk
21	School Plant Managers
	Utility Worker/Driver
	School Office Assistant
	Library Media Specialist
23	Maintenance Worker
	Assistant Child Care Director
	Lead Night Custodian

RANGE	BARGAINING UNIT CLASSIFICATION
24	Account Technician
26	Child Care Administrative Assistant
	School Administrative Assistant
	District Office Administrative Assistant
28	Childcare Accounting Specialist
30	Maintenance Worker III
32	Program Assistant, Pupil Services
	Program Assistant, Curriculum and Instruction
	Student Info Data Mgmt Coordinator
33	Webmaster/Technology Technician
	Certified Occupational Therapy Assistant (COTA)
	Custodial Services Supervisor
35	Personnel Technician
38	Computer Technician Supervisor
	Computer/Network/Telecommunications Systems Technician
	Scientist In Residence
	PE Director/ Coordinator
40	LVN/Aide
	Business Services Specialist
	Payroll/Benefits Supervisor
41	Business Services Coordinator
51	Occupational Therapist

Salary Rules

**Longevity Increase after the following years of service:*
10 years of service - 5% Increase
15 years of service - 10% Increase
20 years of service - 15% Increase

Vacation is based upon a 12 month year:
6 days - 6 months of service
12 days - 1 through 4 years of service - 1 day per month
15 days - 5 through 9 years of service - 1.25 days per month
18 days - 10 through 19 years of service - 1.5 days per month

1) Initial placement: Experience credit of two years may be applied at the time of employment. Such experience credit must relate to assignment in Del Mar. The Board of Trustees may grant additional years of experience credit upon the recommendation of the Superintendent.

2) Experience increments relate to length of service.

3) Range placement relates to job assignment exclusively.

4) Experience increments are earned annually and are effective on July 1. In order to qualify for an experience increment, an employee must have service in paid status in a position in the classified service for at least 75% of the required days of service in the job assignment. Vacation and holiday periods are excluded from this calculation.

5) Salary ranges are assigned to job assignments. If an employee is reclassified into a different salary range during the year, the employee remains in the currently assigned experience column. If a range change is to become effective in an ensuing year, the employee will move to the next appropriate experience column, except that no employee may advance more than a single experience column in any single year.

6) Employees are eligible for Longevity at the beginning of the Fiscal Year (July 1st) of their eleventh, sixteenth, and twenty-first year of service at the District.

7) Range placement is made by the Board of Trustees upon recommendation of the Superintendent.

DEL MAR UNION SCHOOL DISTRICT
GROUP 2 - CLASSIFIED BOARD MEMBERS

CLASSIFIED BOARD MEMBERS SALARY SCHEDULE: Effective July 1, 2007
BOARD APPROVED - AUGUST 29, 2007

DAYS	RANGE	STEP 1 ANNUAL MONTHLY
12 PAYS	1	$2,952.00 246.00

RANGE	IDENTIFICATION
1	Board Member

DEL MAR UNION SCHOOL DISTRICT
GROUP 3 - REGULAR CERTIFICATED

CERTIFICATED SALARY SCHEDULE: Effective December 1, 2008
ADOPTED BY BOARD OF TRUSTEES - January 21, 2009

STEP	RANGE 1 BA* ANNUAL	RANGE 2 BA + 15* ANNUAL	RANGE 3 BA + 30* ANNUAL	RANGE 4 BA + 45* ANNUAL	RANGE 5 BA + 60* ANNUAL
1	$41,848	$44,607	$47,375	$50,411	$53,442
2	$44,303	$47,067	$49,835	$52,868	$55,903
3	$46,766	$49,529	$52,293	$55,328	$58,360
4	$49,220	$51,989	$54,754	$57,789	$60,821
5	$51,683	$54,445	$57,214	$60,247	$63,281
6	$54,141	$56,905	$59,672	$62,708	$65,737
7	$56,601	$59,365	$62,131	$65,166	$68,199
8	$56,601	$61,826	$64,593	$67,626	$70,662
9	$56,601	$61,826	$67,053	$70,084	$73,116
10	$56,601	$61,826	$69,513	$72,545	$75,581
11	$56,601	$61,826	$69,513	$75,006	$78,039
12	$56,601	$61,826	$69,513	$75,006	$80,501
13	$56,601	$61,826	$69,513	$75,006	$82,956
14	$56,601	$61,826	$69,513	$75,006	$82,956
15*	$56,601	$61,826	$71,972	$77,463	$85,418
16	$56,601	$61,826	$71,972	$77,463	$85,418
17	$56,601	$61,826	$71,972	$77,463	$85,418
18	$56,601	$61,826	$71,972	$77,463	$85,418
19*	$56,601	$61,826	$74,429	$79,923	$87,878
20	$56,601	$61,826	$74,429	$79,923	$87,878
21	$56,601	$61,826	$74,429	$79,923	$87,878
22	$56,601	$61,826	$74,429	$79,923	$87,878
23*	$56,601	$61,826	$76,836	$82,326	$90,279
24	$56,601	$61,826	$76,836	$82,326	$90,279
25	$56,601	$61,826	$76,836	$82,326	$90,279
26	$56,601	$61,826	$76,836	$82,326	$90,279
27*	$56,601	$61,826	$76,836	$82,326	$92,739
28	$56,601	$61,826	$76,836	$82,326	$92,739
29	$56,601	$61,826	$76,836	$82,326	$92,739
30	$56,601	$61,826	$76,836	$82,326	$92,739

MASTERS DEGREE STIPEND-$1,755 PER YEAR
PAID IN 11 MONTHS - WORK YEAR IS 184 DAYS
MAXIMUM ENTRY LEVEL IS STEP 5

Longevity Increments are granted:

After 14 years of service	Step 15
After 18 years of service	Step 19
After 22 years of service	Step 23
After 26 years of service	Step 27

SPECIFIC FEATURES:

STRUCTURE **Provides optimum incentive for continued training through:**

1. Staggered framework which limits amount of experience credit without additional training
2. Non-restricted classification progression which provides greater opportunity for maximum training in areas of need for effective teaching in the modern elementary school classroom
3. Masters Degree incentive which provides recognition for demonstrated academic pursuit in depth
4. Recognizes longevity by additional increments at steps 15, 19, 23, and 27, after 14, 18, 22 and 26 years of service. Only employees completing proficiency requirements (as explained below) will be eligible to receive longevity payments.

MINIMUM & MAXIMUM - Provides for a professional salary geared to amount of experience and training

INCREMENT - Recognizes additional proficiency gained through successful classroom teaching

CLASSIFICATION - Acts as an incentive for continued training by providing a significant increase in salary

GENERAL GUIDELINES - A point of diminishing teaching effectiveness is soon reached if experience is not reinforced by continued training.

PROFESSIONAL GROWTH - The Board recognizes study as a continuing exploration of programs already present, and an exploration of programs that will provide additional choices, and will grant salary credit for the satisfactory completion of any upper division or graduate level course offered by an accredited institution which can be justified by the teacher and is approved by the District. Salary credit will not be granted for courses taken where any portion of travel or tuition is paid by the District.

Teachers shall request approval of courses by utilizing the proper form that is available in each school office. It should be completed well in advance of actual enrollment to ensure that the course is acceptable for salary credit.

Cases of disagreement as to whether or not salary credit will be granted, will be reviewed by a panel composed of: 1) two teachers appointed by the Del Mar Teachers Association, and 2) the President and Clerk of the Board of Trustees. Final determination will be made by the Board of Trustees.

PROFICIENCY REQUIREMENT - All classrooms teachers and other personnel who are on the teachers salary schedule must successfully complete at least the equivalent of three semester hours every three school years to maintain their proficiency.

NOTIFICATION - Before the end of each school year, all returning personnel who are on the teachers salary schedule are responsible for informing the District Office of possible changes in their salary placement.

DEL MAR UNION SCHOOL DISTRICT
GROUP 4 - CERTIFICATED ADMINISTRATORS
PRINCIPALS

CERTIFICATED ADMINISTRATORS SALARY SCHEDULE: Effective December 1, 2008
ADOPTED BY BOARD OF TRUSTEES - January 21, 2009

DAYS	RANGE	STEP 1 ANNUAL MONTHLY DAILY HOURLY	STEP 2 ANNUAL MONTHLY DAILY HOURLY	STEP 3 ANNUAL MONTHLY DAILY HOURLY	STEP 4 ANNUAL MONTHLY DAILY HOURLY	STEP 5 ANNUAL MONTHLY DAILY HOURLY
210	1	$100,709	$105,297	$109,882	$114,826	$120,519
12 PAYS		8,392.44	8,774.72	9,156.87	9,568.84	10,043.25
Track D		479.57	501.41	523.25	546.79	573.90
		59.95	62.68	65.41	68.35	71.74

The District pays professional dues and provides $100,000 Additional Term Life Insurance (total of $150,000)

RANGE	IDENTIFICATION	DOCTORATE STIPEND	SICK LEAVE	VACATION LEAVE
1	Principal	$1,500	12 DAYS	0 DAYS

DEL MAR UNION SCHOOL DISTRICT
GROUP 5 - CERTIFICATED MANAGEMENT

CERTIFICATED MANAGEMENT SALARY SCHEDULE: Effectove December 1, 2008
ADOPTED BY BOARD OF TRUSTEES - January 21, 2009

DAYS	RANGE	STEP 1 ANNUAL MONTHLY DAILY HOURLY	STEP 2 ANNUAL MONTHLY DAILY HOURLY	STEP 3 ANNUAL MONTHLY DAILY HOURLY	STEP 4 ANNUAL MONTHLY DAILY HOURLY	STEP 5 ANNUAL MONTHLY DAILY HOURLY
220	1	$108,047.77	$112,967.67	$117,885.14	$122,598.16	$131,608.01
12 PAYS		9,003.98	9,413.97	9,823.76	10,216.51	10,967.33
Track E		491.13	513.49	535.84	557.26	598.22
		61.39	64.19	66.98	69.66	74.78
220	2	$108,047.77	$112,967.67	$117,885.14	$122,598.16	$131,608.01
12 PAYS		9,003.98	9,413.97	9,823.76	10,216.51	10,967.33
Track F		491.13	513.49	535.84	557.26	598.22
		61.39	64.19	66.98	69.66	74.78
220	3	$105,504.96	$110,311.15	$115,115.07	$120,295.14	$126,256.99
12 PAYS		8,792.08	9,192.60	9,592.92	10,024.60	10,521.42
Track J		479.57	501.41	523.25	546.80	573.90
		59.95	62.68	65.41	68.35	71.74

The District pays professional dues and provides $100,000 Additional Term Life Insurance for positions on this salary schedule (total of $150,000)

RANGE	IDENTIFICATION	SICK LEAVE	VACATION LEAVE
1	Assistant Superintendent, Curriculum	12 DAYS	0 DAYS
2	Director of Pupil Services	12 DAYS	0 DAYS
	Director of Human Resources & Facilities Planning	12 DAYS	0 DAYS
	Director of Technology	12 DAYS	0 DAYS
3	Coordinator of State and Federal Projects	12 DAYS	0 DAYS

DEL MAR UNION SCHOOL DISTRICT
GROUP 6 - CERTIFICATED ADMINISTRATORS
SUPERINTENDENT

CERTIFICATED ADMINISTRATORS SALARY SCHEDULE: Effective September 3, 2008
ADOPTED BY BOARD OF TRUSTEES September 3, 2008

DAYS	RANGE	STEP 1 ANNUAL MONTHLY DAILY HOURLY	STEP 2 ANNUAL MONTHLY DAILY HOURLY	STEP 3 ANNUAL MONTHLY DAILY HOURLY	STEP 4 ANNUAL MONTHLY DAILY HOURLY
247		$168,000	$178,000	$183,000	$188,000
12 PAYS	1	14,000.00	14,833.33	15,250.00	15,666.67
Track C		680.16	720.65	740.89	761.13
		85.02	90.08	92.61	95.14

****See Superintendents contract for other Benefits****

IDENTIFICATION	SICK LEAVE	VACATION LEAVE
Superintendent	24 DAYS	30 DAYS

DEL MAR UNION SCHOOL DISTRICT
GROUP 8 - ASSISTANT PRINCIPAL

CERTIFICATED MANAGEMENT SALARY SCHEDULE: Effective December 1, 2008
ADOPTED BY BOARD OF TRUSTEES - January 21, 2009

DAYS	RANGE	STEP 1 ANNUAL MONTHLY DAILY HOURLY	STEP 2 ANNUAL MONTHLY DAILY HOURLY	STEP 3 ANNUAL MONTHLY DAILY HOURLY	STEP 4 ANNUAL MONTHLY DAILY HOURLY	STEP 5 ANNUAL MONTHLY DAILY HOURLY
200	1	$84,246.32	$87,616.18	$91,120.59	$94,765.41	$98,556.50
12 PAYS		7,020.53	7,301.35	7,593.38	7,897.12	8,213.04
Track H		421.23	438.08	455.60	473.83	492.78
		52.65	54.76	56.95	59.23	61.60

RANGE	IDENTIFICATION	SICK LEAVE	VACATION LEAVE
1	Assistant Principal	12 DAYS	0

DEL MAR UNION SCHOOL DISTRICT
GROUP 9 - TEMP/SUBS

CLASSIFIED HOURLY SUBSTITUTE AND TEMPORARY EMPLOYEES SALARY SCHEDULE: Effective December 1, 2008

ADOPTED BY BOARD OF TRUSTEES - January 1, 2009

RANGE	STEP	HOURLY RATE
5	1	11.19
6	1	11.46
10	1	12.65
11	1	12.97
12	1	13.29
14	1	13.97
16	1	14.67
18	1	15.42
19	1	15.80
20	1	16.20
21	1	16.60
23	1	17.44
24	1	17.88
26	1	18.78
28	1	19.74
30	1	20.74
32	1	21.78
33	1	22.33
35	1	23.46
38	1	24.90
40	1	25.55
41	1	27.21
51	1	34.83

RANGE	BARGAINING UNIT CLASSIFICATION
5	Summer Temporary Custodian
6	School Age - Childcare Worker I
	Noon Duty
10	School Age Child Care Worker II
	Childcare Instructional Assistant - Preschool
	Instructional Aide I - Classroom, ELL Aide
11	Child Care Program Specialist
12	Special Education Aide I
	Childcare Teacher - Preschool
14	Child Nutrition Services Assistant
16	Custodian/Night Custodian
	Instructional Aide II - ESC, PE
	Volunteer Coordinator
	Health Aide Technician
18	Special Education Aide II
19	District Groundsman/Custodian
	Child Nutrition Delivery Driver
	Child Nutrition Services Assistant II
20	Account Clerk
21	School Plant Managers
	Utility Worker/Driver
	School Office Assistant
	Library Media Specialist
23	Maintenance Worker
	Assistant Child Care Director
	Lead Night Custodian

RANGE	BARGAINING UNIT CLASSIFICATION
24	Account Technician
26	Child Care Administrative Assistant
	School Administrative Assistant
	District Office Administrative Assistant
28	Childcare Accounting Specialist
30	Maintenance Worker III
32	Program Assistant, Pupil Services
	Program Assistant, Curriculum and Instruction
	Student Info Data Mgmt Coordinator
33	Webmaster/Technology Technician
	Certified Occupational Therapy Assistant (COTA)
	Custodial Services Supervisor
35	Personnel Technician
38	Computer Technician Supervisor
	Computer/Network/Telecommunications Systems Technician
	Scientist In Residence
	PE Director/Coordinator
40	LVN/Aide
	Business Services Specialist
	Payroll / Benefits Supervisor
41	Business Services Coordinator
51	Occupational Therapist

DEL MAR UNION SCHOOL DISTRICT
GROUP 10 - TEMP/SUBS

CERTIFICATED DAILY SUBSTITUTE & TEMPORARY EMPLOYEES SALARY SCHEDULE
Effective November 01, 2005
ADOPTED BY BOARD OF TRUSTEES OCTOBER 26, 2005

RANGE 1

STEP	DESCRIPTION	RATE
1	Substitute Teacher 1-15 Days	$ 90.00
2	Substitute Teacher 16th day	$ 100.00
3	Substitute Teacher 46th day	$ 110.00

These rates have been agreed upon by all of the Districts participating in the North County Coastal Substitute Consortium.

The daily base rate of pay after a substitute has worked in any of the consortium school districts for 45 days, the substitute's base rate of pay will increase from $90 to $100/day for all subsequent assignments for the balance of that particular school year. The adjusted The adjusted base rate of pay will return to the regular base rate of $90 for the following school year until the substitute, once again, attains the 45 days in the consortium.
The consortium will be responsible for tracking and notifying the districts of the date the substitute's base rate of pay is to increase.

DEL MAR UNION SCHOOL DISTRICT
GROUP 11 - HOURLY CERTIFICATED

CERTIFICATED HOURLY SCHEDULE: Effective July 1, 2007
ADOPTED BY BOARD OF TRUSTEES- AUGUST 29, 2007

RANGE 1

STEP	DESCRIPTION	RATE
1	Hourly Non-Teaching	$ 25.00
2	Hourly Teaching	$ 27.00

DEL MAR UNION SCHOOL DISTRICT
GROUP 13 - CLASSIFIED MANAGEMENT

CLASSIFIED MGMT & CONFIDENTIAL SALARY SCHEDULE: Effective December 1, 2008
ADOPTED BY BOARD OF TRUSTEES - January 1, 2009

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
	MONTHLY	MONTHLY	MONTHLY	MONTHLY	MONTHLY
	HOURLY	HOURLY	HOURLY	HOURLY	HOURLY
1	$108,045.53	$112,967.67	$117,885.14	$122,598.16	$131,608.01
	9,003.79	9,413.97	9,823.76	10,216.51	10,967.33
	51.94	54.31	56.68	58.94	63.27
2	$ 73,499.07	$ 77,174.32	$ 81,033.26	$ 85,085.27	$ 89,339.72
	6,124.92	6,431.19	6,752.77	7,090.44	7,444.98
	35.34	37.10	38.96	40.91	42.95
3	$66,712.55	$70,223.99	$73,920.30	$77,810.85	$81,906.15
	5,559.38	5,852.00	6,160.02	6,484.24	6,825.51
	32.07	33.76	35.54	37.41	39.38

District pays professional association dues - Range 1 only
District paid $2,000 TSA and monthly mileage allowance of $200 - Range 2 only
District paid $150,000 Term Life Insurance policy - Range 1 and 2 only
Earns 22 vacation days per year or 1.83 days per month - Range 1
Earns 20 vacation days per year or 1.67 days per month - Range 2 and 3
Longevity System: A longevity increment is authorized for those on the Classified Management Salary Schedule at the years stated below:

Longevity I At the beginning of the 9th year, after 8 years of service as a classified manager a 4% stipend will be added to the manager's salary

Longevity II At the beginning of the 13th year, after 12 years of service as a classified manager an additional 4% stipend will be added to the manager's salary

Range	IDENTIFICATION
1	Assistant Superintendent Business Services-Classified Manager as of February 1, 2006
2	Director of After-School Programs/Child Care Services - Classified Manager as of December 1, 1999
3	Executive Assistant/Director of Maintenance and Grounds - Classified Manager as of October 1, 2004

January 15, 2009

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: Sharon McClain, Superintendent

Subject: Board Approval of Disclosure of Collective Bargaining Agreement for Fiscal Year 2008-2009

Assembly Bill 1200 established three categories of disclosure of school district fiscal obligations. One of those categories is collective bargaining agreements. Pre-disclosure of the major provisions of the proposed written agreement including costs and itemized budget revisions necessary to meet the costs of the agreement in each year of its term must be disclosed. The disclosure requires written certification of the Superintendent and Chief Business Official that the costs incurred by the school district can be met by the district during the term of the agreement.

This disclosure reflects an increase of 3% to all salary schedules. The health and welfare benefit cap remains at $8,048. This agreement will be in effect retroactively to December 1, 2008.

Please see enclosed Disclosure of Collective Bargaining Agreement for both certificated and classified employees. Budget adjustments pertaining to this agreement will be reflected in the Second Interim Report as of January 31, 2008.

FISCAL IMPACT: Increased cost to the General Fund $628,676 (Step and Column of $672,000 already budgeted)
Increased cost to the Cafeteria Fund $2,886
Increased cost to the Enterprise Fund $39,981

RECOMMENDED: The Superintendent recommends approval of the Disclosure of the Collective Bargaining Agreement for Fiscal Year 2008-2009.

10.13

SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Ward, Ed.D.

January 6, 2009

Dr. Sharon McClain
District Superintendent
Del Mar Union School District
225 Ninth Street
Del Mar CA 92014-2716

Re: Disclosure of Collective Bargaining Agreement

Dear Dr. McClain:

The San Diego County Office of Education received the school district's December 16, 2008, disclosure of collective bargaining agreement for fiscal year 2008-09 for the Del Mar Certificated Teachers Association bargaining unit in accordance with Government Code section 3547.5. Narrative in the combined report that includes certificated and classified employees for 2008-09 discloses a proposed 3.0% increase on the salary schedules to become effective on 12/1/08, with step and column and statutory benefits increases for a total average compensation cost of 3.91%. This salary increase is funded from General Fund undesignated reserves for 2008-09, with savings from potential program modifications to offset future cost.

Your report regarding the impact of the salary settlements is acceptable. Review of the impact of the settlement on the district's unrestricted reserves in the 2008-09 adopted budget reveals that available reserves are sufficient to exceed the minimum recommended level for economic uncertainties after consideration of the estimated implementation costs of these agreements. Be advised that the undesignated reserves are one-time funds and the county discourages the use of one-time funds for ongoing expenditures.

We strongly recommend future salary settlement costs be equal to or below any funded cost-of-living increase received by a school district in this time of great budget and economic uncertainty for support of education for the foreseeable future by the state and federal governments. As a basic aid district, any ongoing salary settlements exceeding the amount of property tax increase may need to be funded with reserves or by future expenditure reductions. Careful financial monitoring and planning should be followed to ensure continued fiscal stability.

Board of Education

Nick Aguilar Susan Hartley Sharon C. Jones Robert J. Watkins John Witt

SERVICE AND LEADERSHIP

The district has complied with Education Code section 42142 and Government Code section 3547.5 by disclosing the budget revisions required to implement the provisions of the certificated bargaining unit and classified employee settlements. Please send our office a copy of the governing board excerpt approving these settlements. Districts must make any budget revisions within 45 days of approval of a collective bargaining agreement. Please send an expenditure report by major object that has been generated by your financial system showing the budget before the changes and a second expenditure report showing the budget after the changes.

Please provide an updated Supplement page of the disclosure form if additional revisions to the school district's 2008-09 operating budget are necessary to fulfill the terms of the approved agreements. Any additional costs to the school district that may result from the terms of the collective bargaining agreements also shall be reflected in future interim fiscal reports or multiyear fiscal projections.

Any questions or concerns may be directed to your business consultant Dr. Carole Parks at (858) 292-3810.

Sincerely,

Linda Visnick
Executive Director
District Financial Services

LV: CDP

Attachment

cc: Dena Whittington, Assistant Superintendent
Dr. Carole Parks

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Del Mar Union School District

ALL FORMS WERE COMPLETED USING ESTIMATES

ACTUAL CALCULATIONS FROM PAYROLL SYSTEM WILL BE INCLUDED IN 08-09 SECOND INTERIM

Name of Bargaining Unit: Del Mar Certificated Teachers Association Certificated: X Classified: _____

The proposed agreement covers the period: Beginning: 7/1/2008 Ending: 6/30/2008

This agreement will be acted upon by the Governing Board at its meeting on: January 28, 2009

A. Proposed Change in Compensation

	Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement					
			Current Year 2008-2009		Year 2 2009-2010		Year 3 2010-2011	
		(a) $	(b) $	(c) %	(b) $	(c) %	(b) $	(c) %
1.	**Step & Column** as included in the 08-09 Adopted Budget	$26,366,264	$672,000	2.55%	$689,476	2.55%	$720,220	2.55%
2.	**Salary Schedule** - 3% Effective December 1, 2008	$27,038,264	$516,185	1.91%	current agreement for 08-09 only	0.00%	current agreement for 08-09 only	0.00%
3.	**Other Compensation** - Increase (Decrease) in Stipends, Bonuses, etc.	Existing expense of all stipends and bonsuses included above	increase to master stipend included above	0.00%	no increase to master stipend included above	0.00%	no increase to master stipend included above	0.00%
4.	**Statutory Benefits** - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	$3,639,139	$66,470	1.83%	increase included in amount above	0.00%	increase included in amount above	0.00%
5.	**Health/Welfare Benefits** - Increase (Decrease)	$2,578,472	$46,021	1.78%	not known at this time	0.00%	not known at this time	0.00%
6.	**Total Compensation** - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	$33,255,875	$1,300,676	3.91%	$689,476	2.00%	$720,220	2.04%
7.	**Total Number of Represented Employees (not FTE)**	606	606		606		606	
8.	**Total Compensation Cost for <u>Average</u> Employee** - Increase (Decrease)	$54,878	$2,146	3.91%	$1,138	2.00%	$1,188	2.04%

Estimated Impact on other Funds for both Salary and B Cafeteria Fund $ 2,886 Enterprise Fund $ 39,981
The projected Fund Balance in the Enterprise Fund and the Cafeteria Fund is sufficient to cover the above estimated increase

Figures above include all certificated, classified and management employees (except the Superintendent)
313 Certificated employees, 293 Classified employees
Step and Column Assumption: 2.55% for two future years
Master Stipend increased by 3% in the 08-09 school year effective December 1, 2008
Health Benefit Cap remains at $8,048. Increase above due to premium increase on employees who have not used 100% of Health Benefit Cap.
Net Health Benefit increase of $46,021 due to premium increases for employees who have not reached the $8,048 cap

A. **Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations are necessary:**

The proposed change is a 3% increase to the salary schedule effective December 1, 2008. The master's stipend on the certificated schedule will also be increased by 3% effective December 1, 2008.

B. **Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.):**

There will be no non-compensation item changes associated with this agreement.

C. **What are the specific impacts on instructional/support programs that accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations:**

There will be no impacts on the instructional program to accommodate this agreement.

D. **What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language:**

There is no contingency language included in the agreement.

E. **Source of Funding for Proposed Agreement:**

The source of funding in the current year will be the General Fund Undesignated Reserves. Program modifications are being analyzed to offset future cost.

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$41,552,045
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	4,229
d. State Standard Minimum Reserve Amount for this District *(Line 1a times Line 1b, or $50,000, whichever is greater, for a district with less than 1,001 ADA)*	1,246,561

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	$1,246,561.00
b. General Fund Budgeted Unrestricted Unappropriated Amount	$4,489,030.87
c. Special Reserve Fund 17-Bugeted Designated for Economic Uncertainties	$0.00
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	$1,345,746.00
e. Total District Budgeted Unrestricted Reserves	$7,081,337.87

3. Do unrestricted reserves meet the state standard minimum reserve amount? [Yes] No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

Sharon McClain — 12-16-08

Dr. Sharon McClain, Superintendent — Date

Dena Whittington — 12-16-08

Dena Whittington, Asst. Superintendent of Business — Date

Contact Person: Dena Whittington Telephone No.: 858-523-6195

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: 28-Jan-09
in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board-Approved Budget Before Settlement as of Dec. 10, 2008	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES				
Revenue Limit Sources (8010-8099)	30,883,860	0	0	30,883,860
Remaining Revenues (8100-8799)	7,347,831	0	0	7,347,831
TOTAL REVENUES	**38,231,691**	**0**	**0**	**38,231,691**
EXPENDITURES				
1000 Certificated Salaries				
Certificated Teacher Salaries	19,030,212	363,304	0	19,393,516
Certificated Pupil Support Salaries	494,667	9,444	0	504,111
Certificated Supervisors and Administrative S	1,602,657	30,596	0	1,633,253
Other Classified Salaries	201,426	3,845	0	205,271
2000 Classified Salaries				
Classified Instructional Salaries	2,210,099	42,193	0	2,252,292
Classified Support Salaries	1,680,714	32,086	0	1,712,800
Classified Supervisors and Administrative Sa	208,732	3,985	0	212,717
Clerical, Technical and Office Salaries	1,261,868	24,090	0	1,285,958
Other Classified Salaries	347,889	6,642	0	354,531
3000 Employee Benefits				
STRS	1,773,005	33,848	0	1,806,853
PERS	524,718	10,017	0	534,735
OASDI/Medicare/Alternative	745,964	14,241	0	760,205
Health and Welfare Benefits	2,578,472	0	46,021	2,624,493
Unemployment Insurance	80,997	1,546	0	82,543
Workers' Compensation	357,072	6,817	0	363,889
OPEB Allocated	141,969	0	0	141,969
OPEB Active Employees	0	0	0	0
PERS Reduction	0	0	0	0
Other Employee Benefits	15,414	0	0	15,414
4000 Books and Supplies	2,859,140			2,859,140
5000 Services and Operating Expenses	4,585,983			4,585,983
6000 Capital Outlay	126,630			126,630
7000 Other	95,741			95,741
TOTAL EXPENDITURES	**40,923,369**	**582,655**	**46,021**	**41,552,045**
OPERATING SURPLUS (DEFICIT)	(2,691,678)	(582,655)	(46,021)	(3,320,354)
OTHER SOURCES AND TRANSFERS IN				0
OTHER USES AND TRANSFERS OUT	190,230			190,230
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(2,881,908)	(582,655)	(46,021)	(3,510,584)
BEGINNING BALANCE	11,481,755			11,481,755
CURRENT YEAR-ENDING BALANCE	8,599,847			7,971,171
COMPONENTS OF ENDING BALANCE:				0
Reserved Amounts (9700-9759)	119,651			119,651
Economic Uncertainties (9770)	1,227,701			1,246,561
Board Designated (9780)	2,115,928			2,115,928
Unappropriated Amounts (9790)	5,136,567			4,489,031

Date:	January 15, 2009
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
Arambula, Jennifer	Child Care Worker I Noon Duty Aide	0.45 0.0375	Child Care Torrey Hills	Approve Resignation Effective 12/11/08	
Deignan, Justin	Child Care Worker I	0.75	Child Care	Approve Increase in Hours from 24 Hours per Week to 30 Hours per Week Effective 1/8/09	
DeVries, Kaelyn	Noon Duty Aide	0.025	Ashley Falls	Approve Assignment Effective 11/14/08	Replacement
Dubensky, Susan	Child Care Worker I	0.425	Child Care	Approve Reduction in Hours from 23 Hours per Week to 17 Hours per Week Effective 1/5/09	
Dumont, Emily	Instructional Aide I	0.625	Del Mar Heights	Approve Assignment Effective 1/12/08	Replacement
Engels, Belinda	Special Education Aide I	0.75	Sage Canyon	Replacement	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Foster, Kelly	Child Care Worker I	0.3125	Child Care	Approve Reduction in Hours from 20.5 Hours per Week to 12.5 Hours per Week Effective 1/5/09	
Galdamez, Adolfo	Child Care Worker I	0.675	Child Care	Approve Reduction in Hours from 30 Hours per Week to 27 Hours per Week Effective 11/11/08	
Galdamez, Adolfo	Child Care Worker I	0.6625	Child Care	Approve Reduction in Hours from 27 Hours per Week to 26.5 Hours per Week Effective 1/5/09	
Garibay, Denise	Child Care Worker I	0.60	Child Care	Approve Reduction in Hours from 26 Hours per Week to 24 Hours per Week Effective 9/11/08	
Maglonzo, Eleanor	Child Care Worker I	0.35	Child Care	Approve Resignation Effective 12/18/08	
Mick, Ronald	School Plant Manager	1.00	Carmel Del Mar	Approve Retirement Effective 12/30/08	
Moore, Margaret	Special Education Aide I	0.75	Del Mar Heights	Approve Assignment Effective 1/12/08	Replacement
Perez, Haley	Special Education Aide I	0.75	Del Mar Heights	Approve Resignation Effective 12/18/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Quinn, Melissa	Special Education Aide I	0.75	Torrey Hills	Approve Resignation Effective 12/18/08	
Sarg, Jennifer	Child Care Worker I Noon Duty Aide	0.725 0.025	Child Care Torrey Hills	Approve Resignation Effective 12/18/08	
Schelske, Robin	Child Care Worker I	0.35	Child Care	Approve Resignation Effective 12/12/08	
Shott, Jessica	Special Education Aide II	0.75	Sycamore Ridge	Replacement and Expansion	
Sparman, Nicole	Instructional Aide - Preschool	0.5125	Child Care	Approve Resignation Effective 1/14/09	
Wall, Juliana	Child Care Worker I	0.275	Child Care	Approve Resignation Effective 1/22/09	
Wayne, Shawna	Special Education Aide II	0.75	Sycamore Ridge	Approve Resignation Effective 1/23/09	
Wood, Regina	Special Education Aide I	0.75	Torrey Hills	Approve Assignment Effective 1/12/08	Replacement
Woodbury, Bonita	Child Care Worker I	0.75	Child Care	Approve Increase in Hours from 26 Hours per Week to 30 Hours per Week Effective 1/12/09	
Woodruff, Suzanne	Child Care Worker I	0.75	Child Care	Approve Assignment Effective 12/8/08	Replacement

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Woodruff, Suzanne	Noon Duty Aide	0.05	Torrey Hills	Approve Assignment Effective 12/15/08	Replacement

January 15, 2009

To: Board Members

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

Through: Sharon McClain, Superintendent

Subject: Board Approval of Modifications to the Collective Bargaining Contract between the Del Mar California Teachers Association and the Del Mar Union School District

Representatives of the Del Mar California Teachers Association and the Del Mar Union School District reached a tentative collective bargaining agreement during negotiations on December 1, 2008. The terms of the agreement are recorded on the document that follows this narrative.

FISCAL IMPACT: The fiscal impact of the collective bargaining agreement is reported in a separate item on the agenda for this Board meeting.

RECOMMENDED: The Superintendent recommends Board Approval of Modifications to the Collective Bargaining Contract between the Del Mar California Teachers Association and the Del Mar Union School District.

TENTATIVE AGREEMENT

SETTLEMENT OF 2008-2009 COLLECTIVE BARGAINING

BETWEEN THE DEL MAR CALIFORNIA TEACHERS

ASSOCIATION AND THE DEL MAR UNION

SCHOOL DISTRICT

The Del Mar California Teachers Association and the Del Mar Union School District have arrived at a tentative agreement for collective bargaining for 2008-2009. The tentative agreement consists of the following elements:

- Improvement of the Regular Certificated Salary Schedule by increasing the schedule by 3% effective December 1, 2008. The same percentage increase, effective December 1, 2008, will also be applied to the amount of the stipend for a Masters Degree on the same salary schedule.

- Modification of Article 15, section 15.14.9 to reflect the following:

15.14.9 ~~No bargaining unit member shall receive more than thirty (30) days of donated sick leave in any school year. Once the thirty (30) day limit has been reached, the District will no longer accept any further donations for the receiving bargaining unit member.~~ ***A bargaining unit member may request up to thirty (30) days of donated sick leave in any school year. Once the thirty (30) days of donated sick days have been utilized, the bargaining unit member may request an additional thirty (30) day renewal following the initial request, subject to the same eligibility requirements of the initial leave request. Following the renewal request, the District will no longer accept any further donations for the receiving bargaining unit***

member. If fewer than thirty (30) days of sick leave benefits are donated ***to meet the initial request, and if fewer than thirty (30) days of sick leave are donated to meet the renewal request,*** then the employee shall receive no more than the number of days that were actually donated. The bargaining unit member shall be entitled to use donated sick leave only while the employee remains unable to work due to the catastrophic illness or injury.

The information above represents the entirety of the modifications included in the collective bargaining agreement reached between the Del Mar California Teachers Association and the Del Mar Union School District.

January 13, 2009

To: Board Members

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

Through: Sharon McClain, Superintendent

Subject: Approval of an Agreement for Substitute Teaching Services Between Janice Lee and the Del Mar Union School District

Periodically, a highly experienced teacher retires from service in the district and the individual desires to work on a part-time basis during their retirement as a substitute teacher. In the past, the district has established an agreement for a special substitute teaching arrangement with these individuals based upon their knowledge of district programs and procedures. The terms of the proposed agreement follow this narrative.

The special arrangement has generally consisted of a rate of compensation for substitute teaching for a limited period during a school year that is higher than the standard substitute rate. The basis for the higher rate of compensation is to acknowledge the higher degree of effectiveness these highly experienced individuals bring to their work as substitute teachers.

In the past, the district has agreed to provide compensation of $145 per day for up to 45 days during a given school year for retired district teachers to serve as substitute teachers in the schools of the district. Generally, these individuals have been placed in long-term substitute assignments in order to take full advantage of their experience and expertise. If the individual continues to serve as a substitute in the district beyond the 45 day period, the rate of compensation reverts to the standard substitute teacher salary schedule.

At this time, district staff is proposing to establish a special substitute teaching arrangement, as described above, with Janice Lee who retired from district service at the end of the 2007-2008 school year. Ms. Lee was employed as a teacher in the DMUSD for twenty years prior to her retirement; she is an excellent candidate for the special arrangement for substitute teaching.

FISCAL IMPACT:	Revenue:	Unrestricted General Fund
	Expenditure:	Included in 2008-09 Adopted Budget
	Fund Balance:	No change in fund balance

RECOMMENDED: The Superintendent recommends approval of an Agreement for Substitute Teaching Services Between Janice Lee and the Del Mar Union School District.

11.3

AGREEMENT FOR SUBSTITUTE SERVICES BETWEEN JANICE LEE AND THE DEL MAR UNION SCHOOL DISTRICT

This Agreement is entered into by and between Janice Lee and the Del Mar Union School District ("District").

RECITALS

A. The District desires to retain the services of Janice Lee after her retirement at the end of the 2007/2008 school year.

B. Janice Lee desires to continue teaching on a substitute basis beginning the 2008/2009 school year.

AGREEMENT

NOW, THEREFORE, it is agreed as follows:

1. **Substitute Service:** Janice Lee shall provide up to 45 days of certificated long-term substitute service during the 2008/2009 school year on dates mutually agreed upon between the District and Janice Lee.

2. **Payment and Benefits:** Janice Lee shall be compensated for substitute services for days actually worked. She shall be compensated at the rate of $145.00 per day for up to 45 days of substitute teaching during the 2008/2009 school year. If Janice Lee substitutes for more than 45 days during the 2008/200 school year, beginning with the 46th substitute day, she shall be compensated as at the District's regular long-term substitute rate. Janice Lee shall be paid monthly in accordance with the District's regular procedures for payment of substitute teachers. Janice Lee shall not accrue seniority, vacation, or sick leave in association with her services under this agreement. Janice Lee shall be provided all rights and benefits afforded to long-term substitutes during her service with the district.

3. **State Teacher's Retirement System ("STRS") Requirements:** Janice Lee shall be solely responsible for being in compliance with STRS laws and regulations, particularly those limiting earnings after retirement.

4. **Conditional Option to Renew:** Upon mutual agreement between Janice Lee and the District, this Agreement may be renewed on a one (1) year basis for the 2009/2010 school year and for the 2010/2011 school year. Janice Lee shall notify the Superintendent in writing by April 15, 2009 of her desire to exercise her conditional option to renew. Janice Lee and the Superintendent shall discuss the conditional option to renew, and the Superintendent shall have the final decision-making authority as to whether to renew this Agreement.

5. **Dispute Resolution:** The parties agree that any dispute regarding this Agreement shall be resolved informally, and that the Superintendent shall have the final decision-making authority regarding any dispute.

The parties hereby execute this Agreement which was approved by the Board of Education of the District at its meeting of January 21, 2009.

Dated: _____

_____
Janice Lee

Dated: _____

DEL MAR UNION SCHOOL DISTRICT

By: _____
Sharon McClain
Superintendent

January 16, 2009

To: Board Members

From: Rodger Smith, Director of Human Resources

Through: Sharon McClain, Superintendent

Subject: First Reading, Job Description for the Position of Administrative Assistant for Business Services, Maintenance and Operations and Child Nutrition Services

Following this narrative is a proposed job description for a new Administrative Assistant position that would serve the Business Services, Maintenance and Operations and Child Nutrition Services departments. This position is proposed at this time because recent reviews of the organizational structure of these departments by the Board Personnel Committee and the Management Assistance Team Review from the San Diego County Office of Education identified significant needs in the three departments for clerical support in order to allow for a more orderly flow of transactions through these departments as well as to diminish the use of highly skilled managers in completing clerical tasks that mitigate against the use of the managers' time and energy on essential tasks in their departments.

Specifically, the Board Personnel Committee recommended, regarding the Maintenance and Operations department, that a "clerical or administrative position" should be implemented in order to address areas such as the creation and processing of purchase orders, administration of stock and inventories of supplies, efficient communications, word processing and filing, contract administration, safety issues and record keeping, disaster preparation and Community Facilities District administration. Also, the draft of a recent review of the Business Services department by the Management Assistance Team (MAT) from the San Diego County Office of Education cited the need for "the addition of an Administrative Assistant position" that would "have the benefit of supporting the Assistant Superintendent of Business Services and relieving her workload from clerical and technical tasks."

As a part of its findings, the MAT also cited the fact that even though "the District has grown considerably in numbers of students, school sites, and employees establishing a higher level of demand for services from the district office," the MAT "found that the district administration has remained static without increases

in staff, resources, and office space commensurate with the demand for services" created by the growth of the district. As a result of these findings, the MAT concluded that "the Assistant Superintendent, Business Services is performing lower level functions and is unable to devote the time needed to perform analysis as is required for her job and at the request of the Superintendent and Board of Trustees."

Based upon the needs that were identified by the two reviews described above, the job description for a new Administrative Assistant's position was developed. The job description is hereby provided for a first reading by the Board.

FISCAL IMPACT: Not applicable.

RECOMMENDED: For information only. No action required.

DEL MAR UNION SCHOOL DISTRICT

CLASS TITLE: ADMINISTRATIVE ASSISTANT FOR BUSINESS SERVICES, MAINTENANCE AND OPERATIONS AND CHILD NUTRITION SERVICES

BASIC FUNCTION:

Under the direction of the Assistant Superintendent, Business Services in coordination the Director of Maintenance and Operations, organize and perform complex secretarial and administrative functions for three departments as assigned.

REPRESENTATIVE DUTIES:

Coordinate, organize and perform complex secretarial functions for the Business, Maintenance and Operations and Child Nutrition Departments.

Prepare and type letters, bulletins, newsletters, memoranda, agendas, lists, logs, work orders, purchase requisitions and other written communications on a typewriter or computer terminal as assigned.

Prepare, compile and maintain data, reports, files, inventories, time sheets and records.

Coordinate and schedule meetings and appointments; maintain appointment calendar.

Prepare Power Point presentations.

Review and verify accuracy and completeness of various documents; maintain confidentiality of materials and information.

Provide information concerning district policies, procedures, and programs as needed; communicate effectively with parents, the public and District personnel and members of the Board of Trustees orally and in writing.

Serve as receptionist for the three departments and direct visitors to appropriate District personnel and offices.

Receive, screen and route mail and other documents within the three departments.

Operate computers, applicable software programs and peripheral equipment to enter, process, revise, and update information; operate a telephone, copier, typewriter, calculator and other office equipment as assigned.

Order, receive, store and distribute office and departmental supplies, materials and equipment for the three departments.

Prepare deposits, prepare spreadsheets, and perform basic accounting tasks.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Basic practices, policies and procedures for assigned position.
- Common office clerical terminology, skills, and practices.
- Basic financial and statistical accounting and record-keeping.
- Record keeping techniques, filing and information management systems
- Modern office practices, procedures and equipment.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operation of various office machines including a computer terminal.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Telephone techniques and etiquette.
- District organization, operations, policies and programs
- Pertinent computer software programs such as Microsoft Office, Word, Excel, Power Point, File Maker Pro

ABILITY TO:

- Ability to perform a variety of complex secretarial tasks
- Effectively plan, organize, prioritize and complete multiple tasks within reasonable time limits.
- Work independently with minimal direct supervision.
- Communicate effectively both orally and in writing.
- Perform duties effectively with frequent interruptions.
- Maintain accurate records and prepare reports.
- Understand and follow accurately oral and written directions.
- Operate a variety of office equipment including a computer terminal.
- Establish and maintain cooperative, effective working relationships with the public and District staff.
- Work confidentially and use appropriate discretion in disseminating information.
- Type at 50 words per minute from clear copy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school and three years increasingly responsible clerical or secretarial experience.

WORKING CONDITIONS:

ENVIRONMENT:

- Office environment
- Frequent interruptions

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate computer keyboard and other office equipment.
- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching to file materials.
- Sitting for extended periods of time.
- Lifting items up to twenty-five pounds