



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-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the future.

We believe that...

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

We believe in...

- Honesty and integrity
 - Treating others with respect
 - The principles of Democracy
- www.dmusd.org

Board of Trustees

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



Interim Superintendent

James D. Peabody

DEL MAR UNION SCHOOL DISTRICT

Board of Trustees Regular Board Meeting

May 26, 2010
Closed Session: 4:15 p.m.
Open Session: 5:45 p.m.

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

*Welcome to the 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.

ORGANIZATIONAL BUSINESS

CALL TO ORDER

PUBLIC INPUT CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

Adjournment into Closed Session

Motion ____ Second ____ Ayes ____ Nays ____
Time

CLOSED SESSION – 4:15 P.M.

- 1.1 **Public Employment Appointment/Employment:** Title: Assistant Principal (G.C. 54957)
- 1.2 **Conference with Real Property Negotiator** (G.C. 54956.8)- 11189 and 11199 Sorrento Valley Road, San Diego, CA 92121; 4106, 4110, 4116 & 4122 Sorrento Valley Blvd., San Diego, CA 92122; Jimmy Durante Blvd. & San Dieguito Rd., Del Mar, CA 92014;— Under Discussion: Purchase of Property; 225 9th Street, Del Mar, CA, 92014 — Under Discussion: Sale/Lease Terms Between the City of Del Mar and the DMUSD; — Agency Negotiator: James Peabody, Superintendent

Adjournment of Closed Session

Motion ____ Second ____ Ayes ____ Nays ____
Time

RECONVENE OPEN SESSION

REPORT OF ACTION TAKEN IN CLOSED SESSION

CALL TO ORDER CFD – 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 OPEN SESSION – 5:45 P.M.

1.0 FLAG SALUTE

2.0 STUDENT RECOGNITION – SAGE CANYON

1

3.0 APPROVAL OF THE AGENDA

Motion ____ Second ____ Ayes ____ Nays ____

4.0 CORRESPONDENCE/COMMUNICATIONS

- 4.1 Correspondence:
- 4.2 Public Input:

5.0 REPORTS, RECOGNITIONS AND HEARINGS

5.1 **Staff Recognition**

2

Employees of the Month for May 2010:
Ashley Falls – Stephanie Smith, 4th Grade Teacher
Carmel Del Mar – Ananlisa Mindola, SDC Instructional Aide

Del Mar Heights – Mark Riley, 6th Grade Teacher
Del Mar Hills – Lauren Kvalstad, 3rd Grade Teacher
Ocean Air – Patty Tyson, 5th grade Teacher
Sage Canyon – Julie Choi, 2nd Grade Teacher
Sycamore Ridge – Leslie Johnson, 2nd Grade Teacher
Torrey Hills – Joli Harris, 3rd Grade Teacher

- 5.2 **Staff Recognition** 3
 2010 School Site Teacher of the Year
 Ashley Falls – Andrea Peddycord, 6th Grade Teacher
 Carmel Del Mar – Cathie Hays, 3rd Grade Teacher
 Del Mar Heights – Don Birkett, SDC teacher
 Del Mar Hills – Erik Bienke, 2nd Grade Teacher
 Ocean Air – Hayley Kantner, 3rd Grade Teacher
 Sage Canyon – Sarah Raskin, 4th Grade Teacher
 Sycamore Ridge – Kristin Stanton, 5th Grade Teacher
 Torrey Hills – Deena Engler, 3rd Grade Teacher
- 5.3 **Staff Recognition** 4
 2010 DMUSD Teacher of the Year
 Cathie Hays, 3rd Grade Teacher, Carmel Del Mar
- 5.4 **Staff Recognition** 5
 2010 DMUSD Reading Teacher of the Year
 Tracie Waxman, 1st Grade Teacher, Sycamore Ridge
- 5.5 **Staff Recognition** 6
 2010 DMUSD Math Teacher of the Year
 Nancy Swanberg, ESC Science/Math Teacher, Del Mar Hills Academy
- 5.6 **Staff Recognition** 7
 2010 School Site Classified Employees of the Year
 Ashley Falls – Terri Alper, School Administrative Assistant
 Carmel Del Mar – Ann Hoffman, School Office Assistant
 Del Mar Heights – Linda Tucker, Library Media Specialist
 Del Mar Hills – Tamara Radford, Library Media Specialist
 Ocean Air – Marina Russo, School Office Assistant
 Sage Canyon – Marian Rubino, School Office Assistant
 Sycamore Ridge – Eileen Randall, School Office Assistant
 Torrey Hills – Nalani Grossman, School Administrative Assistant
 District Office – Eve Vance, Program Assistant – Pupil Services
- 5.7 **Staff Recognition** 8
 2010 DMUSD Classified Employee of the Year
 Eve Vance, Program Assistant – Pupil Services, District Office
- 5.8 **Recognition** 9
 2009-2010 PTA Presidents
 Ashley Falls – Jeanette Nichols
 Carmel Del Mar – Zuliya Khawaja
 Del Mar Heights – Kathy Nahum
 Del Mar Hills – Vanessa Black & Melanie Carmosino
 Ocean Air – Britton Bliss
 Sage Canyon – Stephanie Jansen
 Sycamore Ridge – Shannon Cary
 Torrey Hills – Fernanda Aguiar

5.9	<u>Recognition</u> 2009-2010 Site Volunteers of the Year Ashley Falls – Doreen Horn Carmel Del Mar – Sandra Logan Del Mar Heights – Son Young Kahng Del Mar Hills – Maha Sfeir Ocean Air – Michelle Lanfried Sage Canyon – Kimberly Twomey & Rebecca Twomey Sycamore Ridge – Susan Stephens Torrey Hills – Kris Hole	10
5.10	<u>Report</u> DMCTA Report: David Skinner, DMCTA President	11
5.11	<u>Report</u> DMSEF Report: Chris Stevenson, DMSEF President	12
5.12	<u>Report</u> Monthly Staff Development, Travel & Conference Update	13-15
5.13	<u>Report</u> PTA Report: Fernanda Aguiar, Torrey Hills	16
5.14	<u>Report</u> Board Report/Comments	
5.15	<u>Report</u> Superintendent's Report	

BOARD PRESIDENT CALLS FOR BLUE SPEAKER SLIPS

6.0 APPROVAL OF THE MINUTES

Minutes of Regular Board Meeting of May 12, 2010

Motion ____ *Second* ____ *Ayes* ____ *Nays* ____

6.1 CONSENT ITEMS

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

*7.3	Board Approval of Principal Participation in UCLA Principals' Summer Institute	84-86
*10.1	Board Approval of Purchase Orders and Ratification of Commercial Warrant Payments and Revolving Cash Disbursements	108-114
*10.2	Board Approval and Acceptance of Donations to the Del Mar Union School District	115
*10.3	Board Approval of Resolution No. 2010-13, Resolution No. 2010-14, Resolution No. 2010-15 and Resolution No. 2010-16 Authorizing Designated Signatures and Release of Credential Held Warrants for July 1, 2010 through June 30, 2011	116-120
*10.4	Board Approval of Professional Services Agreement Between the Del Mar Union School District and Dannis Woliver Kelley	121
*10.5	Board Approval of Agreement Between the Del Mar Union School District and Dr. Mitchel D. Perlman	122

*10.6	Board Approval of Contract Between the Del Mar Union School District and Pathway Communications LTD	123
*10.7	Board Ratification of Contract Between the Del Mar Union School District and Zasqueta Contracting Inc.	124
*10.8	Board Approval of Restricted Maintenance Contracts For Summer Work and 2010/2011 Fiscal Year Annual Inspections, Maintenance and Service	125-126
*10.9	Approval of Agreement Between the Del Mar Union School District and Eric Hall & Associates.	127
*10.10	Board Approval of Appointments to the North City West JPA	128
*10.11	Board Approval of Agreement Between the Del Mar Union School District and Consulting & Inspection Services	129
*10.12	Board Approval of Addendum to Pre Construction Agreement for Child Care Facility at Ocean Air School	130
*11.1	Board Approval, Recommended Personnel Actions: Employment, Resignations, Retirements, Dismissals, Leaves of Absence, and Change of Status	174-175

7.0 CURRICULUM AND INSTRUCTION

7.1	Board Approval, Del Mar Union School District Local Education Agency Plan (LEAP)	17-82
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	
7.2	Board Approval of Performance Agreements for Summer Camp	83
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	

8.0 ADMINISTRATION AND POLICY

8.1	Board Policies and Administrative Regulations for Enrollment	87-101
8.2	Reminder of Upcoming Events	102-103

9.0 OPERATIONS AND FACILITIES

9.1	Facilities Report	104
9.2	Del Mar Heights Lunch Area Improvement	105
9.3	Board Approval, Roofing Repair Del Mar Hills	106
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	
9.4	Board Approval, Security Fencing Design Proposal Phase One	107
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	

10.0 BUSINESS AND FINANCE

10.13	Update on LLB Pre Construction Agreement for Child Care Facility at Ocean Air School	131-134
10.14	First Reading, 2010/2011 Proposed Budget	135-151
10.15	Board Approval, Temporary Loans from County Treasury within 2010-2011 Fiscal Year, Resolution No. 2010-11	152-154
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	
10.16	Board Acceptance of the Del Mar Schools Education Foundation Donation for the 2010-2011 School Year.	155-156
	<i>Motion ____ Second ____ Ayes ____ Nays ____</i>	

10.17 Board Approval, Transfer of Funds from Special Reserve for Other Than Capital Outlay to the Unrestricted General Fund 157-158
Motion ____ Second ____ Ayes ____ Nays ____

10.18 2009/2010 Monthly Budget Update, Legal Fees and Cash Balance Report 159-173

11.0 PERSONNEL

11.2 Board Approval of "Declaration of Need for Fully Qualified Educators" 2010/2011 School Year" 176-179

12.0 ARTICLES OF INTEREST

None.

13.0 PRELIMINARY ITEMS FOR JUNE 9, 2010 BOARD MEETING

- Summer District Office Schedule
- 2nd Reading and Approval, Board of Trustees School Site Visitation Schedule, 2010/2011
- Update, Enrollment for the 2010/2011 School Year
- Public Hearing Regarding the Flexibility Transfers of June 30, 2009 Restricted Ending Balances and 2009-2010 Categorical Funds
- Public Hearing Regarding the 2010/2011 DMUSD Budget
- Update, 2010/2011 Staffing Projections
- Board Adoption, 2010/2011 Proposed Budget
- Third Reading and Approval, Revised Administrative Regulation 3580: District Records
- Recommendation for Strategic Planning
- Proposed School Site Classified Staffing Allocation
- Update, 2010/2011 Student Enrollment and Staffing Allocation
- Summer Programs
- 1st Reading, Board of Trustees School Site Visitation Schedule, 2010/2011

ADJOURNMENT OF MEETING..... Motion ____ Second ____ Ayes ____ Nays ____
_____ Time

**DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES**

Minutes of Regular Board Meeting

May 12, 2010

Closed Session: 4:30 p.m.

Open Session: 5:45 p.m.

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

Board President McDowell called the Regular Board Meeting to order at 4:30 p.m.

PUBLIC INPUT CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

There was no input from the public.

Adjourn to Closed Session 4:32 p.m.

RECONVENE OPEN SESSION

The Board reconvened to Open Session at 5:50 p.m.

Board President McDowell welcomed staff, parents and community members to the Regular Board Meeting of the Board of Trustees.

The Board met in Closed Session from 4:30 to 5:45 p.m. to discuss:

1.1 Conference with Real Property Negotiator (G.C. 54956.8) –

Under Discussion: Purchase of Property, 11189 and 11199 Sorrento Valley Road, San Diego, CA 92121; 4106, 4110, 4116 & 4122 Sorrento Valley Blvd., San Diego, CA 92122, Jimmy Durante Blvd. & San Dieguito Rd., Del Mar, CA 92014.

Under Discussion: Sale/Lease Terms Between the City of Del Mar and the DMUSD 225 9th Street, Del Mar, CA, 92014 — Agency Negotiator: James Peabody, Superintendent

REPORT OF ACTION TAKEN IN CLOSED SESSION:

Board President McDowell reported no action was taken in Closed Session.

CALL TO ORDER

Board President McDowell called to order the Open Session of the Regular Board Meeting of the Del Mar Union School District, Board of Trustees, at 5:55 p.m.

1. PLEDGE OF ALLEGIANCE

Julie Geisbauer, Director of After School Programs/Child Care led Board members and guests in the Pledge of Allegiance.

Official Minutes, Regular Board Meeting • May 12, 2010

An audio recording and a detailed description of all agenda items is available at www.dmusd.org, - Board of Trustees - Board Meetings.

ROLL CALL

Members Present (5): Steven McDowell, President of the Board
Doug Perkins, Clerk of the Board
Annette Easton
Katherine White

Members Absent: Comischell Rodriguez

Administrators Present: James Peabody, Superintendent
Dena Whittington, Assistant Superintendent, Business Services
Holly McClurg, Assistant Superintendent, Instructional Services
Randy Wheaton, Director of Maintenance & Operations
Julie Geisbauer, Director of After School Programs/Child Care
Katie Shanahan, Coordinator State & Federal Projects
Darlene Nadlonek, Human Resources Technician

Principals Present: Susan Paul, Torrey Hills

DMUSD Staff Present: Bill Porter, Sarah Raskin, Arah Allard, Nancy Swanberg

Others Present: Approximately 7+ community members.

2. **STUDENT RECOGNITION** – No Student Recognition was presented.

3. **APPROVAL OF AGENDA**

Motion to Approve Agenda

Motion Easton

Second White

Unanimous (4-0-0)

3A **ELECTION OF CLERK OF THE BOARD OF TRUSTEES**

Member Easton nominated Member Perkins, seconded by Member White

There were no additional nominations.

On a vote of 4-0 the Board elected Member Perkins to serve as Clerk of the Board for the remainder of the 2010 calendar year.

4. **CORRESPONDENCE/COMMUNICATION**

4.1 **Correspondence**

- There was no correspondence

Official Minutes, Regular Board Meeting • May 12, 2010

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4.2 **Public Comment (for items not on the Agenda)**

- There was no public input.

5. **REPORTS, RECOGNITIONS AND HEARINGS**

5.1 **Student Recognition: Erica Guo, 6th grade, Torrey Hills**

Torrey Hills Principal, Susan Paul, introduced Erica Guo, who won the individual division of the California State Future Problem Solving Competition and will be representing the entire state of California at the international conference in Wisconsin. The Board of Trustees presented Erica with a certificate to acknowledge her accomplishment.

5.2 **PTA Report – Kathy Nahum, Del Mar Heights PTA President**

Kathy Nahum, presented an overview of PTA activities during the 2009/2010 school year at Del Mar Heights. Ms. Nahum reported that the PTA had a 78% membership rate. Additionally, Ms. Nahum highlighted just a few of their many programs and activities: ice cream social; hydroponic, native & succulent gardens; Reflections program; disability awareness program; SciFri – Science Fridays including Astronomy Night; and much more.

5.3 **Report – Board Report/Comments**

Member White:

- Attended a JPA meeting last month and is looking forward to the next.

Member Perkins:

- No report

Member Rodriguez:

- Absent

Member Easton:

- No report.

Member McDowell:

- Attended MIG module on Collective Bargaining.

5.4 **Report – Superintendent's Report**

- Attended Coffee with the Principal at Ashley Falls.
- Attended the Optimist Club Vic Kops' Children's Challenge Awards Breakfast where eight DMUSD students received an award.

6. **APPROVAL OF MINUTES**

Motion to approve Minutes of April 28, 2010

Motion White

Second Perkins

Unanimous (4-0-0)

Official Minutes, Regular Board Meeting • May 12, 2010

An audio recording and a detailed description of all agenda items is available at www.dmusd.org, - Board of Trustees - Board Meetings.

The Board requested to table the Minutes of Special Board Meeting of May 5, 2010 to the May 26, 2010 Regular Board Meeting.

6.1 APPROVAL OF CONSENT ITEMS

*10.1 Board Approval of Site Performance Agreements

*10.2 Board Action to Declare District Property Obsolete and Surplus and to Dispose of, or Donate, per Education Code 17546(a)(b)(c)

Motion to approve Consent Items *10.1 and *10.2

Motion Easton

Second Perkins

Unanimous (4-0-0)

7. CURRICULUM & INSTRUCTION

7.1 Second Reading and Board Approval, School Accountability Report Cards 2008-2009

The annual SACRs were presented for the Board's approval. Supt. Peabody confirmed there have been no revisions since the first reading.

Motion to Approve 2008/2009 School Accountability Report Cards

Motion Perkins

Second Easton

Unanimous (4-0-0)

8. ADMINISTRATION AND POLICY

8.1 Discussion, Board Members Attendance at 6th Grade Promotions

The following Board members volunteered to attend 6th grade promotion ceremonies, as follows:

Carmel Del Mar: Member White

Del Mar Heights: Member McDowell

Del Mar Hills Academy: Member Easton

Members Perkins and Rodriguez will attend a 6th grade promotion, to be determined.

8.2 Reminder of Upcoming Events

(Presented for information only)

Official Minutes, Regular Board Meeting • May 12, 2010

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9. OPERATIONS AND FACILITIES

9.1 2010/2011 Enrollment and Staffing Projections

Darlene Nadlonek, Human Resources Technician, presented the initial enrollment and staffing projections for Board review. Ms. Nadlonek fielded clarifying questions from the Board.

10. BUSINESS AND FINANCE

11. PERSONNEL

11.1 Board Approval of Resolution 2010-10, Resolution and Decision Not to Reemploy Certain Certificated Employees for the 2010-11 School Year

On the advice of legal counsel, Darlene Nadlonek, Human Resources Technician, presented Resolution 2010-10 to complete the layoff process. Ms. Nadlonek fielded clarifying questions from the Board.

Public Input

The following members of the public addressed the Board in support of ESC teachers.

- Beale Hompesch, DMUSD parent
- Nancy Swanberg, DMUSD teacher,

Motion to approve Resolution 2010-10, Resolution and Decision Not to Reemploy Certain Certificated Employees for the 2010-11 School Year, as amend by deleting Arah Allard, Michelle Beeson and Shayne Singleton from Exhibit "A"

Motion White

Second Easton

Unanimous (4-0-0)

12. ARTICLES OF INTEREST

None.

13. ITEMS FOR MAY 26, 2010 BOARD MEETING

- Minutes of Regular Board Meeting of May 12, 2010
- Minutes of Special Board Meeting of May 5, 2010
- Recognitions of classified and certificated staff
- School Enrollment Caps, 2010/2011
- Demographics, 2010/2011

Official Minutes, Regular Board Meeting • May 12, 2010

An audio recording and a detailed description of all agenda items is available at www.dmusd.org, - Board of Trustees - Board Meetings.

- Staffing Allocations, 2010/2011
- Third Reading and Approval, Revised Administrative Regulation 3580: District Records (date to be determined)
- Recommendation for Strategic Planning/Management
- 1st Reading, Board of Trustees School Site Visitation Schedule, 2010/2011
- Declaration of Need for Highly Qualified Teachers
- Update on FTF Recommendations
- Intra/Inter policies (if determined to be necessary, June 9)

There being no further business to come before the Board, there was a Motion to Adjourn at 7:11.

Motion Easton
Second Perkins
Unanimous (4-0-0)

Doug Perkins, Clerk

James Peabody, Superintendent

Date

Date

Official Minutes, Regular Board Meeting • May 12, 2010

An audio recording and a detailed description of all agenda items is available at www.dmusd.org, - Board of Trustees - Board Meetings.

May 20, 2010

To: Board Members

From: Peg LaRose, Principal, Sage Canyon

Through: James Peabody, Superintendent

Subject: Agenda Item 2.0: Student Recognition – Sage Canyon

Sage Canyon fifth grade teachers, Chris Delehanty, Alison Feiberg, Kelly Hadland, and Michelle Turnbull, and four fifth grade students will share their teaching and learning this year in the area of writing. The genre of persuasive writing is a California Language Arts content standard in both grades five and six and the focus genre for our district writing assessment.

FISCAL IMPACT: Not applicable.

RECOMMENDED: For information only. No action required.

May 26, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.1: 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 May are:

Ashley Falls	Stephanie Smith, 4 th Grade Teacher
Carmel Del Mar	Ananlisa Mindola, SDC Instructional Aide
Del Mar Heights	Mark Riley, 6 th Grade Teacher
Del Mar Hills Academy	Lauren Kvalstad, 3 rd Grade Teacher
Ocean Air	Patty Tyson, 5 th grade Teacher
Sage Canyon	Julie Choi, 2 nd Grade Teacher
Sycamore Ridge	Leslie Johnson, 2 nd Grade Teacher
Torrey Hills	Joli Harris, 3 rd Grade Teacher

RECOMMENDED: For information only. No action is required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.2: Staff Recognition – 2010 School Site's Teachers of the Year

The Board of Trustees and the District are pleased to applaud and honor the following 2010 School Site Teachers of the Year. All of the honorees have been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

Ashley Falls	Andrea Peddycord, 6 th grade teacher
Carmel Del Mar	Cathie Hays, 3 rd grade teacher
Del Mar Heights	Don Birkett, Special Day Class teacher
Del Mar Hills Academy	Erik Bienke, 2 nd grade teacher
Ocean Air	Hayley Kantner, 3 rd grade teacher
Sage Canyon	Sarah Raskin, 4 th grade teacher
Sycamore Ridge:	Kristine Stanton, 5 th grade teacher
Torrey Hills	Deena Engler, 3 rd grade teacher

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.3: Staff Recognition – 2010 DMUSD Teacher of the Year

The Board of Trustees and the District are pleased to applaud and honor Mrs. Cathie Hays, 3rd grade teacher at Carmel Del, as the DMUSD 2010 Teacher of the Year. Cathie has been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

In 1996 Cathie brought to the DMUSD the wealth of knowledge she had learned during her many years of teaching. Cathie researches best teaching practices and strives to implement what she learns in her teaching. Lessons are well planned with student learning and engagement at the core of each lesson. Cathie teaches each student at his/her level, and she is constantly reflecting on her teaching to better meet the needs of all of her students. She is a teacher that is positively focused on making sure that all of her students are successful.

All eight of Del Mar's exemplary schools have recognized their Teachers of the Year and all San Diego County school districts have had the opportunity to nominate their strongest teacher candidate.

Cathie will proudly represent the DMUSD with distinction for the 2010 San Diego County Teachers of the Year Program. She, along with nominees from school districts across the county, will be participating in the *Salute to Teachers* cable televised awards program on October 16, 2010.

Congratulations, Cathie, on being named the 2010 DMUSD Teacher of the Year.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.4: Staff Recognition – 2010 DMUSD Reading Teacher of the Year

The Board of Trustees and the District are pleased to celebrate Ms. Traci Waxman, 1st grade teacher at Sycamore Ridge School, as the 2010 DMUSD Reading Teacher of the Year. Ms. Waxman was selected amongst a talented group of highly effective teachers as a standout teacher of literacy. Ms. Waxman has been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

Traci provides engaging lessons with which her first grade students truly connect. Many teachers in the district have observed Traci work her magic as she masterfully uses brain friendly teaching strategies to captivate and engage her learners. As a true collaborative professional, Traci enthusiastically shares her creative approach to literacy instruction, demonstrating teaching skills that cultivate a strong foundation to empower her developing readers.

Congratulations, Tracie, on being named the 2010 DMUSD Reading Teacher of the Year.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.5: Staff Recognition – 2010 DMUSD Math Teacher of the Year

The Board of Trustees and the District are pleased to celebrate Ms. Nancy Swanberg as the 2010 DMUSD Math Teacher of the Year. Ms. Swanberg has been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

Currently an ESC Science teacher at Del Mar Hills Academy, Ms. Swanberg is a dedicated educator who believes all students can learn at high levels. She strives for excellence in all personal and professional arenas. Nancy is a former NASA Scientist, mathematician and concert violinist. Students are so successful under her tutelage that the middle school has had to increase their starting point curriculum for incoming seventh graders.

In the area of mathematics, Nancy provides instruction to fifth and sixth grade students, utilizing both a push in and a pull out model as well as differentiated instruction in the regular classroom.

Nancy has served on many district-level committees to ensure that our district continues to focus on student learning in a 21st century model. She is a creative, forward thinking person who keeps her eye on the future needs of students as they enter the workforce: problem solving, creative thinking and collaboration. She incorporates these characteristics in her lesson design and involves students in their own learning.

Congratulations, Nancy!

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.6: Staff Recognition – 2010 School Site Classified Employee of the Year

The Board of Trustees and the District are pleased to applaud and honor the following 2010 School Site Teachers of the Year. All of the honorees have been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

Ashley Falls	Terri Alper, School Administrative Assistant
Carmel Del Mar	Ann Hoffman, School Office Assistant
Del Mar Heights	Linda Tucker, Library Media Specialist
Del Mar Hills Academy	Tamara Radford, Library Media Specialist
Ocean Air	Marina Russo, School Office Assistant
Sage Canyon	Marian Rubino, School Office Assistant
Sycamore Ridge	Eileen Randall, School Office Assistant
Torrey Hills	Nalani Grossman, School Administrative Assistant
District Office	Eve Vance, Program Assistant – Pupil Services

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.7: 2010 DMUSD Classified Employee of the Year

The Board of Trustees and the District are pleased to applaud and honor Mrs. Eve Vance, Program Assistant – Pupil Services, as the 2010 DMUSD Classified Employee of the Year. Mrs. Vance has been invited to attend the May 26, 2010 Board meeting to be recognized by the Board.

Eve has worked for the Del Mar Union School District since 2004 when she began employment as a receptionist in the District Office and quickly moved to the position as support to the Human Resources, Facilities, and Pupil Services. This year, she became the Program Assistant in Pupil Services for the entire Pupil Services Department.

As the Program Assistant in the Pupil Services Department she oversees, coordinates, organizes and performs day-to-day secretarial and administrative duties. She is compassionate when working with parents new to programs for their special needs children and spends many hours listening and providing support.

The nature of Eve's work is such that she provides support to more than 100 teachers and other staff who work with our district's special needs students. She is known for "holding a hand" while helping new teachers through the maize of documents for special needs children as well as providing support to over 300 parents, whose children receive special education services.

Congratulations, Eve, on being named the 2010 DMUSD Classified Employee of the Year.

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.8: Recognition – 2009/2010 PTA Presidents

The Board of Trustees and the District Administration understand the vast amount of time and energy that it takes to be a site PTA President. Therefore, the DMUSD greatly appreciates the efforts of each site's PTA membership, led by the eight individuals being honored this evening.

Whether it is volunteering in a classroom, assisting in the library, coordinating a special schoolwide event, or rallying parents for a letter writing campaign, these dedicated volunteers have proven to be strong school leaders and wonderful advocates for their site membership and school programs. It is a pleasure to recognize the following site PTA Presidents for 2009/2010 and to thank them for their dedicated service to the DMUSD schools.

Ashley Falls	Jeanette Nichols
Carmel Del Mar	Zuliya Khawaja
Del Mar Heights	Kathy Nahum
Del Mar Hills Academy	Vanessa Black
Co-Presidents	Melanie Carmosino
Ocean Air	Britton Bliss
Sage Canyon	Stephanie Jansen
Sycamore Ridge	Shannon Cary
Torrey Hills	Fernanda Aquiar

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 20, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.9: 2009/2010 Site Volunteers of the Year

The Board of Trustees and the District Administration recognizes the time and energy of the hundreds of parents volunteering in classrooms, assisting in the library, coordinating special events, or supervising on the playground, these dedicated volunteers are school leaders and wonderful advocates for students and the District.

It is a pleasure to recognize the following 2009/2010 Site Volunteers of the Year and to thank them and all of the dedicated volunteers for their service and support to the DMUSD schools.

Ashley Falls	Doreen Hom
Carmel Del Mar	Sandra Logan
Del Mar Heights	Son Young Kahng
Del Mar Hills Academy	Maha Sfeir
Ocean Air	Michelle Lanfried
Sage Canyon	Kimberly Twomey
	Rebecca Twomey
Sycamore Ridge	Susan Stephens
Torrey Hills	Kris Hole

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

May 21, 2010

To: Board Members

From: James Peabody, Interim Superintendent

Subject: Agenda Item 5.10: Report: DMCTA President, David Skinner

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

FISCAL IMPACT: Not applicable.

RECOMMENDED: For information only. No action required.

May 21, 2010

To: Board Members

From: James Peabody, Interim Superintendent

Subject: Agenda Item 5.11: Report: Del Mar Schools Education Foundation

DMSEF President, Chris Stevenson, will provide a brief report on DMSEF activities during the past month.

FISCAL IMPACT: Not applicable.

RECOMMENDED: For information only. No action required.

May 21, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 5.12: Report: Monthly Staff Development,
Travel/Conference Update

This 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: Not applicable.

RECOMMENDED: For information only. No action required.

DEL MAR UNION SCHOOL DISTRICT

Conference/Travel Request Report

Through: May 26, 2010

NAME	SITE	ACTIVITY TITLE/DESCRIPTION	PROFESSIONAL SKILLS AND JOB PERFORMANCE IMPROVEMENT JUSTIFICATION	DATE	COST (EST.) w/ SUB EXP.	FUNDING SOURCE
Julie Geisbauer	Child Care	Orientation for Licensing	Requirement to relocate District Employee Child Care/Pre-School	5/5 & 5/19 2010	\$50.00	Child Care
Andrea Sleet	DM Hills	Quantum Learning For Teachers Public Workshop	The workshop will provide engaging teaching strategies and ways to motivate students	6/28 through 7/2, 2010	\$495.00	SIP
Erik Bienie	DM Hills	Quantum Learning For Teachers Public Workshop	The workshop will provide engaging teaching strategies and ways to motivate students	6/28 through 7/2, 2010	\$495.00	SIP
Abby Ferricker	DM Hills	Quantum Learning For Teachers Public Workshop	The workshop will provide engaging teaching strategies and ways to motivate students	6/28 through 7/2, 2010	\$495.00	SIP
Tori Hemerick	DM Hills	Quantum Learning For Teachers Public Workshop	The workshop will provide engaging teaching strategies and ways to motivate students	6/28 through 7/2, 2010	\$495.00	SIP

DEL MAR UNION SCHOOL DISTRICT

Conference/Travel Request Report

Through: May 26, 2010

NAME	SITE	ACTIVITY TITLE/DESCRIPTION	PROFESSIONAL SKILLS AND JOB PERFORMANCE IMPROVEMENT JUSTIFICATION	DATE	COST (EST.) w/ SUB EXP.	FUNDING SOURCE
Dina Irwin	Sage	Helping Children with Auditory Processing Disorders	Participation will further develop understanding of APD diagnosis, treatment & how to better consult with school staff to help students	06/07/10	\$279.00	ARRA K-6
Ashli Endicott	CDM	RTI by Solution Tree	Response to Intervention integrates assessment & intervention to maximize student success & reduce behavior problems. Training will benefit schools, Teachers and students	5/3 & 5/4 2010	\$575.00	SID
Patrice James	Torrey Hills	Treating the Challenging Child	Will aide in handling students with significant behavior challenges	05/14/10	\$140.00	ARRA K-6
Beth Walsh	Torrey Hills	Treating the Challenging Child	Will aide in handling students with significant behavior challenges	05/14/10	\$40.00	ARRA K-6

May 21, 2010

To: Board Members
From: James Peabody, Interim Superintendent
Subject: Agenda Item 5.13: Report: PTA

Fernanda Aguiar, Torrey Hills PTA President, will provide a brief report on the activities of the Torrey Hills PTA.

FISCAL IMPACT: Not applicable.

RECOMMENDED: For information only. No action required.

May 26, 2010

To: Board Members

From: Katie Shanahan, Coordinator of State and Federal Projects

Through: James D. Peabody, Superintendent

Subject: Agenda Item 7.1: Board Approval, Del Mar Union School District Local Education Agency Plan (LEAP)

Section 1112 of No Child Left Behind requires each district to submit a 5-year plan which describes district-wide efforts to meet the five goals set forth by the California Department of Education. Last year, the Board approved Del Mar's plan for 2008-2013.

In keeping with the requirements of No Child Left Behind, the plan is to be brought to the Board annually. No changes have been made to the plan as approved last year, and the district is continuing to support the actions outlined within it. An approval at this meeting will ensure on-going implementation of the action plan items. A goal for the 2010-2011 school year would be to align the LEAP with the District Strategic Plan.

FISCAL IMPACT: Cost – Incoming revenue
Program or Department – Categorical
Is this a Restricted Program? Yes
Was this expenditure anticipated in the adopted budget? Yes
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends the Board approve the Del Mar Union School District Local Education Agency Plan (LEAP)

(Rev 12-07)
 California Department of Education
 School and District Accountability Division

(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Educational Agency (LEA): **Del Mar Union School District**

County/District Code: **37-68056**

Dates of Plan Duration (should be five-year plan): **July 1, 2008 – June 30, 2013**

Date of Local Governing Board Approval: **June 30, 2009**

District Superintendent: **Dr. Sharon McClain**

Address: **225 Ninth Street**

City: **Del Mar**

Zip code: **92014**

Phone: **858-755-9301**

Fax: **858-755-4361**

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

James D. Peabody

May 26, 2010

Printed or typed name of Superintendent

Date

Signature of Superintendent

Steven McDowell

May 26, 2010

Printed or typed name of Board President

Date

Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
-------	------

Part I – Background and Overview

<i>Background.....</i>	<i>5</i>
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process.....</i>	<i>6</i>
<i>Development Process for the LEA Plan.....</i>	<i>7</i>
<i>LEA Plan Planning Checklist.....</i>	<i>11</i>
<i>Federal and State Programs Checklist.....</i>	<i>12</i>
<i>District Budget for Federal and State Programs.....</i>	<i>13</i>

Part II – The Plan

<i>Needs Assessments.....</i>	<i>15</i>
<i>Academic Performance</i>	
<i>Teacher Quality</i>	
<i>School Safety and Prevention</i>	
<i>District Planning.....</i>	<i>17</i>
<i>District Profile.....</i>	<i>18</i>
<i>Local Measures of Student Performance.....</i>	<i>19</i>
<i>Performance Goal 1: English Language Arts and Math.....</i>	<i>20</i>
<i>Performance Goal 2: English Learners.....</i>	<i>30</i>
<i>Performance Goal 3: Highly Qualified Teachers.....</i>	<i>40</i>
<i>Performance Goal 4: Safe Schools.....</i>	<i>51</i>

TABLE OF CONTENTS (continued)

Part III – Assurances and Attachments

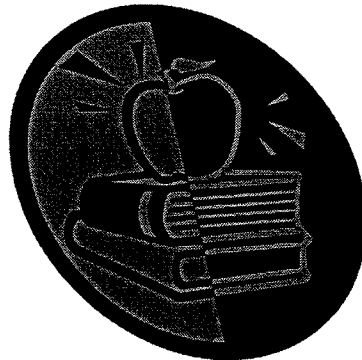
Assurances.....56

Signature Page.....62

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators.....63

Appendix B: Links to Data Web sites.....65



Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development

- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal

and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tq/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
√	Title III, Immigrants		
√	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
√	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	√	Other (describe): Peer Assistance and Review (PAR)
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers 2007-2008	Current Year District Entitlements 2008-2009	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	42,457	42,457	100%
Title II, Part D, Enhancing Education Through Technology	0	1,440	1,440	100%
Title III, Limited English Proficient	26,220	18,599	44,819	100%
Title III, Immigrants	0	22,420	22,420	100%
Title IV, Part A, Safe and Drug- free Schools and Communities	446	7,876	8,322	100%
Title V, Part A, Innovative Programs	0	2,781	2,781	100%
TOTAL	\$ 26,666	\$ 95,573	\$ 122,239	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Programs	Prior Year District Carryovers 2007-2008	Current Year District Entitlements 2008-2009	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	61,766	61,766	100%
EIA – Limited English Proficient	8,262	50,101	58,363	100%
State Migrant Education				
School and Library Improvement Block Grant	54,825	242,961	297,786	100%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	26,737	29,974	56,711	100%
Tobacco Use Prevention Education – (Prop. 99)	8,812	8,200	17,012	100%
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Other (describe): Peer Assistance and Review (PAR)	37,235	19,981	57,216	100%
TOTAL	\$ 135,871	\$ 412,983	\$ 548,854	100%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links

to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement.

On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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 educational program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the future.

The Del Mar Union School District is located within the City of Del Mar, a north coastal suburban community in San Diego County. The school district is one of the faster growing districts in San Diego County whose boundaries encompass sprawling housing developments to the east.

Enrollment in the district is approximately 4,000 students. The school district facilities include 8 elementary schools, a district office, and a childcare center. All eight schools are on a traditional school calendar, which is closely aligned to the school calendar for the feeder high school district. More than 300 full-time teachers, administrators, and support staff serve the students in the District..

Ethnic Group	% of District Enrollment
White	66%
Asian	24%
African American	2%
Filipino	1%
Hispanic	6%
GATE	5%
English Learners	11%
Special Education	11%
Low Socio-Economic	3%

The District is governed by a five-member Board of Education who are elected to four-year terms. The District office management staff includes a Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Human Resources and Facilities, Pupil Services Director, Director of Technology, Child Care Program Director, and Coordinator of State and Federal Projects.

Students in the District speak over 36 languages. The six primary languages spoken are English, Mandarin, Korean, Spanish, Cantonese, and Vietnamese. Approximately 460 student are classified as English learners, which represents about 12% of the total student population.

Local Measures of Student Performance (*other than State-level assessments*)

The District requires the administration of a standards-based on-demand writing assessment for all students in grades K-6. This assessment is administered in the early fall and spring plus an optional testing window during the last six weeks of the school year. The assessment is scored both holistically and analytically using a standards-based four-point rubric. The data obtained from this assessment is used to track student progress on grade level writing expectations and to support instructional decision making for the classroom writing program.

The Developmental Reading Assessment (DRA) is a District-required reading assessment that is administered at kindergarten twice a year and three times a year to all students in grades 1-3. Grades 3-5 administer the Qualitative Reading Inventory (QRI) to all students. These assessments provide specific information to help form flexible groups for guided reading. It is also used as a measure to track student progress.

Each school analyzes student data from multiple assessments to establish grade-level performance goals as well as individual student goals.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
1. Alignment of instruction with content standards: - Revise and refine District grade level curriculum maps for teaching and assessing the K-6 essential content standards for English Language Arts - Analyze achievement data to help inform instructional decisions - Analyze assessment data to plan, design, and implement differentiated standards-based instruction. - Refine English Language Development essential standards for each grade level, K-6	District/Site Administrators ELD Teacher Leaders Grade Level Leaders BTSA Support Providers PAR Consulting Teachers <i>Timeline:</i> 2008-2013	Teacher Substitutes Teacher Hourly Clerical Support Consultant Costs	\$ 14,000	General Fund Title III Title V EIA
2. Use of standards-aligned instructional materials and strategies: - Continue to implement the district-adopted English Language Arts curriculum with fidelity - Provide staff development for teachers on how to intervene for students who are achieving below grade level standards in reading. - Identify strategies and provide staff development for those strategies to improve and enrich student achievement in English Language Arts: ✓ Curriculum differentiation ✓ Six Traits writing ✓ Genre specific writing rubrics ✓ Specific strategies for English Learners ✓ Strategies for effective instruction of high achieving and GATE students ✓ Student Study teams to plan instructional	District/Site Administrators ELD Teacher Leaders Grade Level Leaders BTSA Support Providers PAR Consulting Teachers <i>Timeline:</i> 2008-2013	Teacher Substitutes Teacher Hourly Clerical Support Consultant Costs	\$ 10,000	General Fund SIP EIA Title V SIP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
- interventions ✓ Model lesson plan development to support standards-based instruction ✓ Guided reading, small group instruction ✓ Shared and independent reading ✓ Strategic reading across the curriculum				
3. Extended learning time: - Investigate <i>Response to Intervention</i> models to support student learning and more timely interventions - Explore opportunities for before and after school tutorials and appropriate materials to support reading intervention strategies. - Provide more timely access to interventions for students performing below grade level standards - Explore online student learning opportunities to support classroom instruction.	District/Site Administrators Summer School Principal Technology Teacher Leaders Site Literacy Leaders <i>Timeline:</i> 2008-2013	Teacher Hourly Program Materials & Summer School Costs Clerical Support Paraprofessionals, Hourly	\$ 15,000 \$ 70,000 \$ 12,000 \$ 15,000	SIP Title II Title V Technology Grants Literacy Grants
4. Increased access to technology: - Train all teachers in the use of Microsoft Word, PowerPoint, e-mail, Internet research, and other advanced level computer programs, as available - Purchase and replace site technology equipment as funding sources permit - Explore the use of a data management system for teachers to monitor student progress on standards-based classroom assessments. - Utilize site computer labs for extended learning opportunities linked to the English/language arts academic standards - Identify funding sources to support implementation costs for the District Technology Plan	District/Site Administrators District/Site Technology Leaders <i>Timeline:</i> 2008-2013	Clerical Support Technology & Software Costs Teacher, Hourly	\$6,000 \$50,000 \$20,000	Technology Funds SIP Title II
5. Staff development and professional collaboration aligned with standards-based instructional materials: Share and discuss reading and writing instructional strategies to be implemented across the curriculum as part of monthly collaboration and staff development time.	District/Site Administrators Grade Level Leaders Site Curriculum Leaders	Teacher Hourly Training Costs	\$3,000 \$2,000 per 1 st or 2 nd year	SIP EIA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
- Analyze student assessment data to determine areas of strengths and weaknesses as part of monthly collaboration and staff development time. - Continue to provide opportunities for teachers to observe model lessons in reading/language arts. - Continue to require that all new teachers participate in the teacher induction staff development program (Beginning Teacher Support and Assessment program). - Participate in the state supported staff development training program on the use of the adopted language arts materials. - Provide staff development opportunities that focus on the essential components of a reading program—phonemic awareness, phonics, vocabulary, fluency, and comprehension. - Implement the use of an electronic report card, K-6. - Utilize monthly collaboration/staff development time to norm and calibrate writing assessment anchor papers. - Continue to align site library program learning activities with the standards-based classroom instructional program - Provide opportunities for teachers to discuss site bookroom collections and recommend for purchase an appropriate number of K-6 leveled readers. - Provide training on guided reading strategies to teachers at grades 4, 5, 6. - Provide training on the use of running records to monitor student progress in reading. - Revise the District Writing Resource Binder on a yearly basis to refine assessment prompts and rubrics.	BTSA Support Providers PAR Consulting Teachers Site Literacy Leaders <i>Timeline: 2008-2013</i>	Clerical Support	teacher \$8,000	GATE PAR Title III General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide parent organizations with appropriate school assessment data: School Site Council, District English Learner Advisory Committee, GATE Parent Advisory Committee, PTA, Site Strategic Planning Team, District	District/Site Administrators Grade Level Leaders Site Curriculum Leaders Classroom Teachers Site Literacy Leaders	Training Costs Duplication Costs Mailing Costs Clerical Support	\$ 6,000 \$ 1,200 \$ 600 \$ 5,000	General Fund SIP PTA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
Strategic Planning Team • Provide written information on student performance results from District/State assessments as well as explanations on the interpretation of those results. • Conduct parent-teacher goal setting conferences to collaboratively plan student academic goals for the year. • Schedule site Back-To-School Nights to discuss grade level standards and expectancies. • Provide parent education workshops on family literacy. • Provide annual notification on District procedures and policies.	Timeline: 2008-2013			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Provide access to interventions for students performing below grade level • Conduct student study team meetings to discuss and plan appropriate intervention strategies. • Schedule meetings with sixth grade students and parents to support the transition to middle school. • Conduct parent education workshops to discuss the site literacy program and grade level academic standards for English/language arts.	District/Site Administrators Summer School Principal Special Education Staff Classroom Teachers Curriculum Leaders Literacy Coaches Timeline: 2008-2013	Duplication Costs Clerical Support Trainers	\$ 1,000 \$1,500 \$3,000	PTA SIP General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
8. Monitoring program effectiveness: - Provide literacy program progress report to district Strategic Planning Team - Provide the Board of Trustees with District student performance results on state assessments - Annually review and update the single school site plan for student achievement (Vision for Excellence: Site Strategic Plan) - Assess student work in the classroom on a regular basis to monitor progress toward grade level expectancies - Utilize grade level reading and writing benchmarks to monitor student progress and to inform instruction - Conduct IEP annual reviews and third year assessments to determine student progress in language arts and to assess continuing eligibility for special education - Utilize grade level collaboration time to monitor program effectiveness horizontally and vertically	District/Site Administrators School Site Council Curriculum Leaders Strategic Planning Team Special Education Staff <i>Timeline: 2008-2013</i>	Duplication Costs Teacher Hourly	\$ 1,500 \$ 5,000	SIP General Fund
9. Targeting services and programs to lowest-performing student groups: - Implement a reading intervention program for students performing below grade level standards - Implement the summer school Basic Skills Academy for low performing students. - Monitor the standards-based literacy program for English language learners, K-6 - Provide staff development to paraprofessionals to support and reinforce the classroom instructional program.	District/Site Administrators Classroom Teachers Summer School Principal Paraprofessionals <i>Timeline: 2008-2013</i>	Program Materials Clerical Support Teacher Hourly	\$25,000 \$ 5,000 \$70,000	Title V Intervention Funds Title III Spec. Ed. General Fund SIP EIA

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
1. Alignment of instruction with content standards: ✓ Revise and refine District grade level curriculum maps for teaching and assessing the K-6 essential content standards for math. ✓ Use student assessment data to plan, design, and implement differentiated standards-based math instruction. ✓ Utilize ELD strategies to support learning for English language learners. ✓ Analyze diagnostic and achievement test data to gain multiple perspectives on math achievement and to help inform and guide instruction. ✓ Review the District's standards-based report cards for each grade level, K-6. ✓ Observe classroom instruction with a focus on daily lesson plan objectives aligned to specific content standards for math	District/Site Administrators Classroom Teachers Grade Level Leaders Site Math Leaders BTSA Support Providers PAR Consulting Teachers <i>Timeline: 2008-2013</i>	Clerical Support Teacher Hourly Teacher Subs Consultant Costs Duplication Costs	\$ 14,000	General Fund Title V SIP
2. Use of standards-aligned instructional materials and strategies: • Adopt new district math program in 2008-2009 per state curriculum adoption cycle • Implement new math curriculum with fidelity • Provide staff development and classroom support for new math adoption • Provide staff development for teachers on how to intervene for students who are achieving below grade level standards in mathematics.	District/Site Administrators Grade Level Leaders Site Curriculum Leaders BTSA Support Providers	Teacher Hourly Teacher Subs Consultant Costs Clerical Support	\$2,000 \$7,000 \$5,000 \$8,000	IMF General Fund Title II SIP GATE

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
- Identify strategies and provide staff development for those strategies to improve and enrich student achievement in Mathematics. Identified Districtwide key instructional strategies: - problem solving strategies - modeling/demonstrations - guided practice - use of manipulatives - differentiating instruction to meet student needs and standards - designated instructional services for special education students - critical reading in math	<i>Timeline:</i> 2008-2013			
3. Extended learning time: - Explore opportunities for before and after school tutorials and appropriate materials to support math intervention strategies - Investigate <i>Response to Intervention</i> models to support more timely academic interventions - Provide access for students performing below grade level standards to attend the Summer School Basic Skills Academy - Explore online student learning opportunities to support classroom instruction - Conduct family math nights to support parent/child math activities	District/Site Administrators Summer School Principal Technology Teacher Leaders Site Math Leaders <i>Timeline:</i> 2008 - 2013	Teacher Hourly Program Materials Summer School Costs Clerical Support Paraprofessionals, Hourly	\$15,000 \$70,000 \$12,000 \$4,000 \$ 15,000	Grants SIP Title II Title V Tech Grants
4. Increased access to technology: - Train all teachers in the use of Microsoft Word, PowerPoint, e-mail, internet research, and other advanced level computer programs, as available - Purchase additional technology equipment as funding sources permit	District/Site Administrators District/Site Technology Leaders	Clerical Support Technology Software Costs	\$6,000 \$20,000	Technology Funds SIP Title II

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
- Explore the use of a data management system to monitor student performance in math on standards-based classroom assessments - Infuse technology to create spreadsheets, charts, graphs - Utilize site computer labs for extended learning opportunities linked to the math academic standards - Purchase software to enhance math learning	<i>Timeline:</i> 2008-2013	Teacher Hourly Licensing Fees Software	\$20,000 \$5,000	EIA GATE
5. Staff development and professional collaboration aligned with standards-based instructional materials: - Share and discuss instructional strategies for teaching problem-solving strategies - Analyze student assessment data to determine areas of strengths and weaknesses as part of monthly collaboration and staff development time - Continue to provide opportunities for teachers to observe model lessons in math - Continue to require that all new teachers participate in the teacher induction staff development program (Beginning Teacher Support and Assessment program) - Provide staff development opportunities which focus on the essential components of a math program—basic skills, conceptual development, and problem-solving strategies - Utilize monthly collaboration/staff development time to discuss differentiated strategies and real world applications and connections - Provide professional development related to newly adopted materials	District/Site Administrators Grade Level Leaders Site Curriculum Leaders BTSA Support Providers PAR Consulting Teachers Site Literacy Leaders <i>Timeline:</i> 2008-2013	Teacher Hourly Training Costs Clerical Support Hardware/Software	\$3,000 \$2,000 \$25,000 \$1,000	SIP Title II Title III Title V EIA BTSA Literacy Grants General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide parent organizations with appropriate school assessment data: School Site Council, District English Learner Advisory Committee, GATE Parent Advisory Committee, PTA, Site Strategic Planning Team, District	District/Site Administrators Grade Level Leaders Site Curriculum Leaders	Training Costs Duplication Costs Mailing Costs Clerical Support	\$2,000 \$5,000 \$6,000 \$1,200	General Fund SIP PTA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
Strategic Planning Team • Provide written information on student performance results from District/State assessments as well as explanations on the interpretation of those results • Conduct parent-teacher goal setting conferences to collaboratively plan student academic goals for the year • Schedule site Back-To-School Nights to discuss grade level standards and expectancies • Provide parent education workshops in mathematics • Provide annual notification on District procedures and policies	Classroom Teachers Site Math Leaders <i>Timeline:</i> 2008-2013			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Provide access for students performing below grade level to attend the summer school Basic Skills Academy • Conduct student study team meetings to discuss and plan appropriate intervention strategies • Conduct meetings with parents of special ed pre-school students to support the transition to Kindergarten • Conduct meetings with sixth grade students and parents to support the transition to middle school • Conduct parent education workshops to discuss the site math program and grade level academic standards • Conduct family math nights • Participate in the Elementary Math Field Day competition	District/Site Administrators Summer School Principal Special Education Staff Classroom Teachers Curriculum Leaders <i>Timeline:</i> 2008-2013	Duplication Costs Clerical Support Trainers/Presenters Teacher, Hourly	\$ 500 \$1,500 \$ 1,500 \$ 2,000	PTA SIP General Funds GATE
8. Monitoring program effectiveness: • Provide math program progress report to district Strategic Planning Team • Monitor effective implementation of new math adoption • Provide the Board of Trustees with District student performance results on state assessments • Annually review and update the single school site plan for student achievement (Vision for Excellence Site Strategic Plan)	District/Site Administrators School Site Council Curriculum Leaders Strategic Planning Team	Duplication Costs Teacher Hourly	\$ 500 \$1,500	SIP General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
- Assess student work in the classroom on a regular basis to monitor progress on grade level math expectancies - Utilize grade level math benchmarks to monitor student progress - Conduct IEP annual reviews and third year assessments to determine student progress in math and to assess continuing eligibility for special education - Utilize grade level collaboration time to monitor math program effectiveness horizontally and vertically	Special Education Staff <i>Timeline:</i> 2008-2013			
9. Target services and programs to lowest-performing student groups: - Implement a math intervention program for students performing below grade level standards - Investigate a <i>Response to Intervention</i> model to more effectively provide academic interventions - Utilize existing paraprofessionals to support and reinforce the classroom instructional program	District/Site Administrators Classroom Teachers Paraprofessionals <i>Timeline:</i> 2008-2013	Program Materials Clerical Support Teacher Hourly	\$25,000 \$70,000 Personnel Costs	Title V Sp. Ed. Funds General Fund SIP EIA Title III

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: ○ Describe the programs and activities to be developed, implemented, and administered under the subgrant; ○ Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; ○ Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); ○ Describe how the LEA will promote parental and community participation in LEP programs.	<u>Program Description:</u> The Del Mar Union School District currently provides K-6 English Language Learners with basic daily instructional services through English language mainstream instruction and Structured English Immersion, with additional educational support services in English Language Development. Students receiving services are at English Language Development (ELD) levels of Beginning, Early, Intermediate, Intermediate, Early Advanced, and Advanced. Students receive daily instruction in ELD as teachers focus on the improvement of listening, speaking, reading, and writing skills. Grade level content is taught in all core curricular subjects. Student progress is assessed according to grade level expectancies. Progress in English Language Development is assessed according to the ELD standards. District Title III funds and EIA funds are targeted to EL students and are used to purchase standards-based instructional materials, hire teachers to assess students on an annual basis and maintain appropriate records, develop additional intervention programs to provide academic support, provide professional development and coaching to teachers and support staff, and provide ongoing curriculum development and standards alignment.

		Description of how the LEA is meeting or plans to meet this requirement.
		<u>Measuring Student Achievement:</u> The ELD teachers at each site closely monitor the achievement of EL students through formal and informal assessments. Each teacher utilizes the English language development standards to guide instruction and grade level expectancies. A strong emphasis is focused on the acquisition of reading and math skills that will enable the student to be successful in all academic areas. The District English Learner Master Plan outlines specific benchmarks for student success. Teacher performance expectations are also included in the plan. The District redesignation criteria includes the students' performance level on the CELDT, their performance level on the CA Standards Test in English/Language Arts, the classroom performance in reading and math, teacher recommendation, and parent recommendation.
		<u>Accountability:</u> The Del Mar Union School District is committed to the success of all English language learners. To insure that students are making adequate progress, the following accountability measures are in place: • EL cum files contain all necessary documentation • EL folders contain all student language assessment data. This assessment data is heavily considered during the redesignation process. • Student subgroup information is shared with the site administration, teachers and parents • All EL students take the state-mandated tests, and all district assessments • ELL students have opportunities for additional instructional support from highly qualified paraprofessionals • Academic growth as indicated on the annual Calif. English Language Development Test (CELDT)

		Description of how the LEA is meeting or plans to meet this requirement.
		<u>Parent/Community Involvement:</u> Participation and involvement is encouraged through DELAC, ELAC, parent newsletters, PTA meetings, the strategic planning process, School Site Council, and other leadership groups at each site. Parent advisory committees are informed about the ELD program, District language assessment results, and reclassification criteria. All assessment results are shared with parents. To enhance parent involvement the District: • Developed written parent involvement policies • Involved parents in the writing of this district plan • Informed parents about the ELD program
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: 1. English proficiency; and 2. Academic achievement in the core academic subjects	The district English Learner Program meets all requirements of the California Education Code and NCLB. Title III and EIA funds are used to support supplemental programs and services for EL students. Parents are advised of the ELD program and their right to waive services. All EL students receive daily instruction in English Language Development (ELD) and participate in grade level core curriculum using sheltered strategies and district-adopted materials. Academic growth is based on annual CELDT results, state assessment results and district multiple measures of assessment. The District is exploring opportunities to extend student learning time through tutorials and other interventions, including extended learning using technology.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	A comprehensive, ongoing professional development program for all teachers, support staff, and administrators is being developed and will include: - o knowledge of metacognitive and metalinguistic skills through which English language learners acquire English - o the ability to design and implement differentiated, standards-based instruction in all academic areas - o a wide repertoire of strategies for literacy instruction linked to individual learning modalities - o scientifically research-based best practices for reading comprehension development - o an understanding of the role of assessment and classroom data in guiding and evaluating the instructional program - o the ability to design and implement formal and informal assessment - o Specially Designed Academic Instruction in English (SDAIE) - o use of adopted ELD materials (Hampton-Brown <i>Avenues</i>) - o effective instructional practices for culturally diverse students - o communicating with linguistically and culturally diverse parents - o attendance at workshops, seminars, and conferences	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: As part of the District's ongoing commitment to improving ELD services to students, District and site administrators will review annual state and local assessment data to determine the effectiveness of the ELD program. Parent groups (site and district) will also have opportunities to discuss the needs of EL learners. Instructional strategies and other academic decisions will be based upon analysis of student achievement data.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Site ELD paraprofessionals support the classroom teacher by differentiating instruction in small groups. This intensified instruction occurs on a weekly basis.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Using Title III and other resources, site tutoring programs and reading intervention programs have been implemented. The data on student achievement from these interventions will be collected and utilized to determine next steps for meeting individual student needs.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: The district has a history of demonstrated success with the ELD program as measured by the academic successes of reclassified students, and by students reaching their Annual Measurable Achievement Objectives (AMAOs). A continued emphasis will be placed on reviewing the curriculum, reviewing the instructional program, scheduling grade-level collaboration, and increased parental involvement.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes or No Yes	If yes, describe: The District makes every effort to educate, empower and include all parents in the educational process, including parents of English learners. With the support of the PTA, each site provides "welcoming activities" to all families new to the school. Additionally, site strategic plans include goals to embrace the rich cultural and linguistic diversity found in each of the site learning communities. The District English Learner Advisory Committee routinely discusses parent involvement, including how parents can support their EL child during standardized testing periods.
	9. Improve the instruction of LEP children by providing for – • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs.	Yes or No Yes	If yes, describe: The District website will include information on the ELD program for parents. Specific topics to be addressed include program descriptions, parents' rights, how to access resources, and parent orientation programs, and the District English Learner Master Plan. Currently, all EL students have access to the site computer lab. Ancillary materials in technology have been purchased to support ELD instruction. Teachers have incorporated PowerPoint Presentations, World Wide Web research for research papers, and Web Quest searches to provide ELD students and staff with additional opportunities to utilize technology within the classroom setting.
	10. Other activities consistent with Title III.	Yes or No Yes	If yes, describe: The district will continue to elicit input from all stakeholders to ensure the implementation of a quality English Language Development program.

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): • the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; • the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; • the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; • how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; • how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; • the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; • in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Upon enrollment, all parents who have indicated on the Home Language Survey that another language is spoken in the home are informed that their child will be assessed for English language proficiency, primary language proficiency, and core content knowledge. The site office staff explains the language assessment procedures and parent rights. A credentialed ELD Examiner provides recommendations for initial placement based on preliminary assessment scores. Following initial placement, parents are informed verbally and in writing of: 1) formal evaluation results 2) changes in program and/or classification 3) ELD program offered at the site ELAC and other site parent advisory meetings focus on informing parents about the instructional program and how they can support their child's academic achievement.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	- information pertaining to parental rights that includes written guidance detailing – - the right that parents have to have their child immediately removed from such program upon their request; and - the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; - the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	All notifications occur within the legally mandated timeline and in a language the parent understands whenever possible. Oral explanations in the primary language are given when parents are not literate and/or when written translations are not feasible.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.		The English learner subgroup of students in Del Mar Union School District has consistently made adequate yearly progress each year as measured by the California Standards Test in English Language Arts and Mathematics, and by the California English Language Development Test (CELDT).

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No Yes	If yes, describe: • Parent outreach and training will be provided as needed to assist families in becoming acclimated to their new environment • Adult literacy classes will be provided as needed • Programs will be monitored through parent participation sign-in sheets and evaluation forms • Childcare will be provided as needed
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No Yes	If yes, describe: Professional growth opportunities will be made available to staff who work with immigrant students. Training will include: • ELD content standards • Balanced literacy • Specially-Designed Academic Instruction in English (SDAIE) • Diversity, Tolerance, and Anti-Bias • Instructional strategies matched to individual student needs
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No Yes	If yes, describe: All students will receive appropriate support to ensure their academic success.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: Title III funds will be used to specifically support the immigrant student through the purchase of and access to educational software and other technologies.

		Description of how the LEA is meeting or plans to meet this requirement.	
		Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes	Immigrant students will be supported through the use of Title III funds. Support staff are available, to whom all student will have access.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes	Upon arrival, immigrant students are supported by use of a buddy system and are also assisted by a translator. Parents of these students are also given access to a translator to assist in the assimilation process.
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes	The San Diego County Office of Education provides many resources, which are utilized as the needs arise.

Performance Goal 3: All students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
• 100% of the teachers in the District are highly qualified according to the federal definition. • 100% of classroom teachers are CLAD certified • 56% of the teachers hold an advanced degree. • 21 teachers are supported through the Beginning Teacher Support and Assessment (BTSA) Induction Program • Monthly teacher collaboration time is a highly productive strategy for instructional planning and the professional sharing of best practices. • One hundred percent of teachers use district purchased laptop computers to communicate with staff Districtwide, the parent community, and for instructional planning. • 100% of the teachers have completed some technology training on the following programs: e-mail, PowerPoint, AppleWorks, Microsoft Word, iMovie, Internet Explorer, and Mac Operating System.	Staff development needs include differentiating instruction, using student data to inform instructional strategies and methods, and guided reading and writing strategies. Site administrators need to continue to participate in scientific research-based professional learning aimed at increasing their skills in promoting the success of all students. There is an ongoing need to optimize time for collaboration activities at school sites, within grade levels, and at the district level. There is a need to differentiate the district professional development offerings.

Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The Assistant Superintendent for Curriculum and Instruction, Director of Pupil Services, and teacher curriculum leaders, will conduct an annual needs assessment of all certificated staff. This assessment will establish priorities for professional development activities related to increasing student learning and success. Site and district professional goals will be formulated to provide staff with knowledge and skills needed to move all students toward proficiency. All professional development activities will be planned with a clear link to defined student outcomes, and the evaluation of professional development will focus on the extent to which teacher and principal training has improved student learning. Some examples of ongoing professional development activities are: ☛ Training in the implementation of a standards-aligned curriculum ☛ Identification of essential standards and training to include strategies for improving instruction ☛ Training in "backward design" instructional planning, including the development of standards-based assessments and rubrics ☛ Continue building Professional Learning Communities ☛ Training in observation strategies for principals, assistant principals, and curriculum coaches	District/Site Administrators Curriculum Leaders Director of Pupil Services <i>Timeline: 2008-2013</i>	Training Costs Duplication Costs	Approximately \$1,500	Title II General Fund SIP

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District staff, principals, and curriculum teacher leaders will review research to determine which professional development practices have proven to be most successful in assisting teachers to improve learning for all students. Research-based planning has been a standard practice in the District, and there is a focus on strategies that have been successful with the District student populations. Particular attention will be paid to practices with the greatest positive effect on accelerating learning for students functioning below grade level standards, as well as those students achieving at a highly advanced level. A coherent system of professional development will be differentiated to incorporate site and Districtwide needs. Research-based professional development activities identified for implementation include the following: ☛ Strategies for Classroom Instruction That Works – comprehension skills (Marzano and Pickering) ☛ "Walk-through" Observation Training for administrators and curriculum coaches (Downey) ☛ Identification of Essential Standards (Reeves) ☛ Backward Design for Instructional Planning (Wiggins and McTighe) ☛ Curriculum Mapping (Jacobs) ☛ Guided Reading (Fountas & Pinnell)	District/Site Administrators Curriculum Leaders Director of Pupil Services <i>Timeline:</i> 2008-2013	Teacher Hourly	\$400 each year for each teacher	Title II General Funds

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: In designing and then assessing the formative impact of the District's professional development program, key curriculum leaders will address the following essential questions: • How focused is the program in meeting student needs and meeting or exceeding essential grade level standards through the use of state-adopted standards-based materials and multiple assessments? • How closely aligned are the professional development activities to teacher instructional needs? • To what extent do the professional development activities support student achievement of various subgroups (i.e. English Learners and Special Ed.)? • How comprehensive is the level of coaching and ongoing support to ensure effective and systemic application of new knowledge and skills? • Do professional development activities include intervention approaches to maximize student learning?	District/Site Administrators Curriculum Leaders District Strategic Planning Team <i>Timeline: 2008-2013</i>	Teacher Hourly Clerical Support	\$2,000	Title II General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The Assistant Superintendent for Curriculum and Instruction, Director of Pupil Services, and other key curriculum leaders will work collaboratively to design a professional development program that is coordinated and designed to support the primary goal of teachers—providing differentiated standards-based instruction, integrated with ongoing assessments, to enable all students to meet or exceed state academic content standards. Professional activities will be purposefully planned to support the integration of a standards-based curriculum, the utilization of effective instructional practices, the ongoing use of assessments to support instructional decisions, and understanding the strengths and needs of individual students.	District/Site Administrators Curriculum Leaders District Strategic Planning Team <i>Timeline: 2008-2013</i>	Teacher Hourly Clerical Support	\$2,000	Title II General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Professional development activities are planned with a focus on the implementation of standards-based instruction, including effective use of standards-aligned state-adopted instructional materials, collaborative long-range planning of instructional units and the planning of daily lessons. Activities also focus on teaching strategies aligned to the California Standards for the Teaching Profession and the direct impact on student learning. Professional development activities available to teachers include: ☞ Training on the continued implementation of District-adopted reading/language arts materials ☞ Development of standards-aligned District benchmark assessments in reading, writing and math, K-6 ☞ Differentiated instruction in all academic areas but with a strong emphasis in math. Teachers need differentiated math approaches that limit the amount of language in the math text for struggling learners. Conversely, teachers are also in need of instructional strategies for accelerated, highly advanced math students. Student learning styles and modalities must also be taken into consideration when differentiated approaches are utilized. ☞ Comprehensive training on the Student Study Team process. ☞ Phonemic awareness training for primary teachers to understand the difference between phonemic awareness and phonics ☞ Six Traits writing model to further support the instructional program for writing	District/Site Administrators Curriculum Leaders Literacy Coaches District Strategic Planning Team <i>Timeline: 2008-2013</i>	Teacher Hourly Materials Costs Consultant Costs Clerical Support	\$40,000	Title II General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
☛ Guided reading and writing strategies, including strategies for struggling learners (visualizing and verbalizing) ☛ Analyzing student data to inform instructional strategies and methods ☛ Continuing the refinement of District curriculum maps ☛ Strategies for meeting the academic and instructional needs of English Language Learners ☛ Continuing to focus on the integration of technology to support the standards-based instructional program 6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: District and site administrators, curriculum teacher leaders, and technology teachers will work closely with the Director of Technology to ensure that professional development in the area of technology is included in the professional development activities. When implementing planned activities, every effort will be made to coordinate and align activities to other site/district professional development. The District Technology Plan outlines expected teacher proficiency skills that are based on the National Standards for Technology.	District/Site Administrators Curriculum Leaders District Strategic Planning Team Technology Teachers <i>Timeline: 2008-2013</i>	Teacher Hourly	\$5,000	General Fund Title II Part D SIP

7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The overarching goal of the District Educational Technology Plan is to provide equal access to all students and staff members. The District's extensive infrastructure allows for teaching and learning resources to be available to any student, parent, or teacher. Some examples of current access to technology include: ☛ Internet connectivity—all schools in the District are connected to the Internet, with at least five Internet ports per classroom. All District facilities have wireless networks in place. ☛ Student/computer ratio—All schools have approximately a student to computer ratio of 5:1. ☛ Additional computer access—Each school has a networked library and at least one networked computer lab. ☛ Other access to technology tools—Graphing and other types of calculators are used in some classes, grades 3-6. Television monitors connected to cable are all classrooms. Professional development will involve encouraging ongoing learning in technology for all employees, the modeling of technology by administrators, and the modeling of technology in regular communications and publications within departments and schools. The district will continue an effort to train all employees in the application of a variety of technologies. A trainer of trainers model will facilitate implementation in order to reach as many teachers as possible. A goal will be to assure that teachers attain proficiencies in the use of technology as an informal resource for teaching, managing, and learning. Professional development activities include: ☛ E-mail and GroupWise Applications—beginning and advanced ☛ Word Processing—beginning and advanced ☛ Filemaker Pro Data Management System—beginning and advanced ☛ Electronic Student Reporting System ☛ Training in Computer-based Instructional programs ☛ Using PowerPoint for presentations ☛ Webquests-research projects using the Internet ☛ Gradebook Pro	District/Site Administrators Technology Teachers <i>Timeline:</i> 2008-2013	Teacher Hourly	\$5,000	General Fund Title II Part D SIP
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8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: The District utilizes the District Strategic Planning process to establish professional development priorities. The Strategic Planning Team is comprised of classroom teachers, technology leaders, principals, Coordinator of State and Federal Projects, Director of Pupil Services, Director of Human Resources and Facilities, Assistant Superintendent for Curriculum and Instruction, Superintendent, PTA Presidents and School Site Council Chairs from each school, and key members from the community. The Team meets on an annual basis to review the progress on the staff development goals outlined in the Strategic Plan. The District Leadership Team, comprised of the Superintendent, Assistant Superintendent, Director of Pupil Services, Director of Technology, Director of Human Resources and Facilities, Director of Fiscal Services, Coordinator of State and Federal Projects, and Manager of Child Care Services meet on a weekly basis to collaborate and share information on District priorities, including professional development. The District Leadership Team and the Strategic Planning Team, along with key teacher curriculum leaders, work with the Assistant Superintendent for Curriculum and Instruction in addressing professional development needs. They are also involved in the design of the professional development activities, as well as the evaluation of program effectiveness. All professional development activities will be designed with a clear, focused mission on improved student achievement by all students and enhancing the skills and knowledge of all staff.	District/Site Administrators Classroom Teachers Technology Teachers District Strategic Planning Team <i>Timeline:</i> 2008-2013	Clerical Support	None	None
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LEAP				
9. How the LEA will provide training to enable teachers to: - Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; - Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; - Involve parents in their child's education; and - Understand and use data and assessments to improve classroom practice and student learning. <u>Students with Disabilities</u> Del Mar Union School District utilizes a Student Study Team model based on the model developed by the Special Education Resource Network. This early intervention model is used for any concerns general education teachers have regarding their students. The model utilizes brainstorming techniques throughout the multi-level program of parent conferences, triad meetings and the full Student Study Team. In addition, each school site has developed strategies for early intervention in learning to read. Earobics, a computerized phonemic awareness program, is available as needed. Leveled reading libraries are available. In addition, some sites have adopted a small group reading program to give extra reading support to struggling readers in first and second grades. <u>Students with Disabilities</u> Differentiated instructional strategies Brain-based learning Teacher and parent workshops on the aspects of giftedness <u>Improve Student Behavior</u> Character education programs at each site Strategy for school climate to be added to the District Strategic Plan <u>Understand and Use Data and Assessments</u> Monthly teacher collaboration time and staff development time Districtwide grade level meetings Inservices for principals and identified staff <u>Involve Parents in Their Child's Education</u> Parent involvement and communication in all classrooms Training for teachers and principals on working with parents of at-risk students Site parent education workshops (i.e. family math nights, family reading nights, orientation for new/immigrant families)	District/Site Administrators Classroom Teachers Parents Special Ed Teachers	Training Costs Clerical Support Consultant Fees	\$15,000	General Fund Title II SIP EIA Title III GATE
<i>Timeline:</i> 2008-2013				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost Annually	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: The District's Teacher Induction Program offers all new teachers who hold a preliminary credential the opportunity to fulfill the requirements for the professional credential. The program will provide participants the means to meet every requirement of the professional credential, thereby becoming highly qualified. The program includes: ☛ California Formative Assessment and Support System for Teachers (CFASST) ☛ A support provider (Consulting Teacher) to lead CFASST events and aid in the day-to-day-activities of teaching ☛ Professional Development Workshops—I Can Do It!; Differentiating Instruction; Standards-based Assessment; ELD Standards and Strategies; Effective Classroom Management Techniques; Culturally Responsive Teaching Strategies ☛ Induction staff and site administrator support ☛ Course work, provided locally, through a partner institution (Cal State, San Marcos) ☛ Completion of an Individual Induction Plan, demonstrating proficiency in the 20 induction standards.	District/Site Administrators District Support Staff <i>Timeline: 2008-2013</i>			

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
Positive climate for learning at all schools Peacebuilders Program Character education programs Morning Meetings Televised Morning News Positive Rewards Program (for positive behaviors and interactions in the classroom and on the playground) STAR (Stop, Think, Act and Reflect) Program SPARK P.E. Program High degree of respect/tolerance districtwide	Resources for parents (parent library) Increased parent communication regarding positive programs being implemented at each site Increased parent education opportunities provided by the district

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Provide training for sites on how to analyze their site-based needs Focus on parent/community education and involvement Provide support to sites in updating school safety and emergency plans

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
99% of parents responding to the last survey believe their children are safe at school Almost all students have indicated they feel safe at school Administrators are highly visible in classrooms and on the playground Conflict resolution strategies are being implemented at all sites	Ensure all students feel safe at school Reduce the percentage of students who have experienced "pushing" or bullying behavior at school Increase the percentage of students who feel connected to their school

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 06/2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by 1 percentage point.	5 th <u> 2 </u> %	5 th <u> 1 </u> %
The percentage of students that have used marijuana will maintain "0" percentage.	5 th <u> 0 </u> %	5 th <u> 0 </u> %
The percentage of students that feel very safe at school will increase biennially by 3 percentage points.	5 th <u> 65 </u> %	5 th <u> 68 </u> %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 06/2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by 3 percentage points.	5 th <u> 65 </u> %	5 th <u>68-</u> %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by 3 percentage points.	5 th <u> 61 </u> %	5 th <u> 64 </u> %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by 3 percentage points.	5 th <u> 16 </u> %	5 th <u> 19 </u> %
The percentage of students that report high levels of school connectedness at their school will increase biennially by 3 percentage points.	5 th <u> 57 </u> %	5 th <u> 60 </u> %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures <u>Using California Healthy Kids Survey</u> (Process to Collect Data)	Performance Indicator Goal	Baseline Data 06/2007
The percentage of students who have been hit, or pushed at school during the past 12 months will decrease biennially by 3%.	35%	38%
The percentage of students whose perception that use of cigarettes (C), alcohol (A), or marijuana (M) is very bad for a person's health will increase biennially.	C: 99% A: 51% M: 69%	C: 98% A: 46% M: 64%

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

- Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
 - The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
 - (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
 - The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
 - The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
 - The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
 - The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
 - The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
 - Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
- The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE II, PART A

- The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
 - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- 34. The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- 45. The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

- The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
- The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
- **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
 - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

46. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
47. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
48. The LEA is complying with Section 3302 prior to, and throughout, each school year.
49. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
50. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

51. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
52. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

- The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
- The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

- The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

- The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
 - The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
 - The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
 - The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
5. will be used to make decisions about appropriate changes in programs for the subsequent year;
 6. will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 7. will be submitted to the SEA at the time and in the manner requested by the SEA.

NEW LEAP ASSURANCES

- **Uniform Management Information and Reporting System:** the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
- **Unsafe School Choice Policy:** the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary

school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

OTHER

- The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Sharon McClain

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 2.1. **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 2.2. **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 2.3. **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.2 **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 3.1 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 3.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 4.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

- 4.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 4.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 5.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- **Performance indicator:** The percentage of students who drop out of school:
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- a. Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- b. California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- c. California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- d. California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- e. California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- f. DataQuest
<http://data1.cde.ca.gov/dataquest/>
- g. School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- h. Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

May 11, 2010

To: Board Members

From: Julie Geisbauer, Director of After School Programs

Through: James Peabody, Superintendent

Subject: Agenda Item 7.2: Board Approval of Performance Agreements for Summer Camp

PROGRAM	CONTRACTOR	SERVICE	AMOUNT	FUNDING
Summer Camp	Ke Polani Ohana E Kai 6/23/10	Polynesian Dance	\$450.00	Summer Camp Fees
Summer Camp	Traveling Lantern 6/30/10	Interactive Drama	\$495.00	Summer Camp Fees
Summer Camp	Chris Rubio Stomp Crew 7/07/10	Musical Entertainment	\$635.00	Summer Camp Fees
Summer Camp	Tom Gates on Steel Drum 7/14/10	Musical Entertainment	\$350.00	Summer Camp Fees
Summer Camp	History of Blues 7/21/10	Musical Education & Entertainment	\$300.00	Summer Camp Fees
Summer Camp	Ke Polani Ohana E Kai 7/28/10	Polynesian Dance	\$450.00	Summer Camp Fees
Summer Camp	Mad Science 8/4/10	Science Education & Entertainment	\$340.00	Summer Camp Fees
Summer Camp	Magician Michael 8/11/10	Education & Entertainment	\$350.00	Summer Camp Fees
Summer Camp	Helen Woodward Animal Center 8/18/10	Animal Education & Entertainment	\$200.00	Summer Camp Fees

FISCAL IMPACT: None. This is a self-funding program. Funds for these agreements are paid by summer camp fees.

RECOMMENDATION: The Superintendent recommends approval of Performance Agreements for Summer Camp.

May 26, 2010

To: Board Members

From: Holly McClurg, Assistant Superintendent of Instructional Services

Through: James Peabody, Superintendent

Subject: Agenda Item *7.3: Approval, Principal Participation in UCLA Principals' Summer Institute

The UCLA Principals' Summer Institute provides opportunities for administrators to meet in a stimulating and supportive setting to examine crucial school reform topics applicable to their work. The institute was started in the summer of 1992 when the Association of School Administrators and the Principals' Center at Harvard Graduate School of Education co-sponsored the first summer institute on the UCLA campus. The institute is designed to provide participants opportunities to focus their resolve for better practice and improve leadership skills. The institute offers practitioners days of study reflection and discourse with experts and school leaders who represent the best throughout the educational spectrum.

FISCAL IMPACT: Cost – \$2,065
Program or Department – School Site SIP budget (Ashley Falls)
Is this a Restricted Program? No
Was this expenditure anticipated in the adopted budget? Yes
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends approval for Shelley Petersen, principal at Ashley Falls Elementary School, to attend the UCLA Principals' Summer Institute.

Ashley Falls School
School Site Council Meeting
April 22, 2010

Attendees:

School Site Council (SSC) Members:

Wendi Santino-Ramseyer, *Chairperson*, 1st year
 Stefanie Schiff, *Vice Chairperson*, 2nd year
 Julie Geisbauer, *Secretary*, 2nd year
 Riann Ballenger, *Teacher*, 2nd year
 Karina Greenway, *Librarian*, 2nd year
 Allison Isaacman, *Parent*, 1st year
 Marta Kutas, *Parent*, 1st year
 Shelley Petersen, *Principal*, on-going term

Additional Members in Attendance:

Absent:

Cindy Crew, *Teacher*, 2nd year
 Kristin Gibson, *Parent*, 1st year
 PTA Representative

Agenda:

1. Wendi Santino-Ramseyer called the meeting to order at 1:07 p.m. Riann Ballenger approved the minutes and seconded by Karina Greenway at 1:10 p.m. with corrections. *Motion Carried.*
2. Budget Review
 - a. We reviewed the School Improvement Plan (SIP) expenditures from November 2009 through April 2010.
 - b. Shelley Petersen reviewed the budget form format changes to reflect input outlined in March 18, 2010 minutes.
 - c. Shelley Petersen recommended a transfer of \$5,600 from PLC to Certificated Academic Support.
 - i. Shelley Petersen explained \$3,000 is needed for Everyone A Reader and \$8,400 is needed for ALP through May 28th.
 - ii. Part of remaining balance in PLC (\$4,310) will be used for Shelley Petersen to attend the Principal's Institute at UCLA (\$2,065).
 - d. Shelley Petersen recommended a transfer of \$2,000 from the remaining PLC allocation and a transfer of \$2,000 from the Technology allocation to Instructional Materials.
 - i. The increased allocations to Instructional Materials will be used for purchasing Global Achievement Gap books for the entire staff and the School Site Council.
 - e. After these transfers the remaining balance in PLC will be \$245. The remaining balance in Technology will be \$10,644.80. The new balance in

Certificated Academic Support will be \$11,414 and Instructional Materials will be \$2,224.09.

- f. Marta Kutas moved to approve all allocation transfers in the SIP Budget. Stefanie Schiff seconded. *Motion carried.*

3. SMART Goals

- a. Riann Ballenger shared the 5th grade team mathematics goal.
 - i. She shared the action steps the 5th grade team has taken, the activities implemented, the timeline for this goal and the evidence they are using to evaluate progress on the goal.

4. Next Meeting – May 13 (7:45-11:00)

- a. School Tour and Observations

- 5. Marta Kutas motioned to adjourn the meeting at 2:28 p.m. Karina Greenway seconded motion. *Motion carried.*

May 26, 2010

To: Board Members

From: Sheila Weinberg, Director of Pupil Services

Through: James Peabody, Superintendent

Subject: Agenda Item 8.1: Board Policies and Administrative Regulations for Enrollment

Education Code section 35160.5 stipulates that the District's Board of Trustees annually review the District's adopted enrollment policies. The Board Policies (BP) and Administrative Regulations (AR) listed below are attached for the Board's review. Staff has reviewed the attached exhibits and recommends that no changes be made at this time.

Exhibit 1:	BP 5116: School Attendance Boundaries
Exhibit 2:	AR 5116: School Attendance Boundaries
Exhibit 3:	BP 5116.1: Intradistrict Open Enrollment
Exhibit 4:	AR 5116.1: Intradistrict Open Enrollment
Exhibit 5:	BP 5117: Interdistrict Attendance
Exhibit 6:	AR 5117: Interdistrict Attendance

FISCAL IMPACT: Presentation of this report is for information only and does not change revenues, expenditures or fund balance.

RECOMMENDED: This item is presented to the Board of Trustees as information only. The Superintendent's recommendation is that no changes be made to these Board Policies and Administrative Regulations.

**DEL MAR UNION SCHOOL DISTRICT
STUDENTS**

BOARD POLICY 5116: SCHOOL ATTENDANCE BOUNDARIES

The Governing Board shall regularly review school attendance boundaries, taking into account school capacities and enrollment data, geographic features, student safety and transportation, racial and ethnic balance, educational programs such as magnet schools, and community input.

The Superintendent or designee may place some students in a school outside of their attendance area in order to alleviate overcrowding.

Students residing in a community facilities district shall have priority, to the extent provided by law, for attendance at schools financed in whole or in part by the community facilities district.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

35160.5 District policies; rules and regulations

35291 Rules

35350 Transportation of students

35351 Assignment of students to schools

GOVERNMENT CODE

53312.7 Establishment of community facilities district; goals and policies

ATTORNEY GENERAL OPINIONS

29 Ops. Atty. Gen. 63

COURT DECISIONS

Crawford v. Board of Education (1976) 17 Cal.3d 280

Jackson v. Pasadena City School District (1963) 59 Cal. 2nd 876, 879

Board Policy/Admin. Reg. 5116 Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Further Revisions Presented and Approved by the Board of Trustees: May 24, 2006

**DEL MAR UNION SCHOOL DISTRICT
STUDENTS**

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**DEL MAR UNION SCHOOL DISTRICT
STUDENTS**

BOARD POLICY 5116.1: INTRADISTRICT OPEN ENROLLMENT

Students who reside within the district are assigned to district schools based on residence in school attendance areas; however, parents or legal guardians of students may request enrollment at other district schools through an Intradistrict Transfer Request, subject to the provisions of this Policy and its administrative regulations.

Each year the Superintendent or designee shall determine the number of vacant positions at each school that are available for intradistrict student transfers. The Superintendent or designee shall establish a random, unbiased selection process for the admission of students from outside a school's attendance area, except that intradistrict transfers shall first be granted based on priorities established by the Governing Board and consistent with state law.

No student currently residing within a school's attendance area and enrolled at that school on or before 14 calendar days prior to the first day of the next school year shall be displaced by another student based on an intradistrict transfer. If the Superintendent or designee determines that an intradistrict transfer should be cancelled for any reason, including, but not limited to, the displacement of a resident student that could result from the intradistrict transfer, the Superintendent or designee may cancel the intradistrict transfer. At all times, the Board retains the authority to determine the capacity of each school in the district, the attendance boundaries of each school in the district, and the appropriate racial and ethnic balances among district schools, as authorized by applicable law.

The Superintendent or designee shall inform parents/guardians when certain schools or grade levels within a school are currently, or are likely to be, at capacity and therefore unable to accommodate any new students.

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

First Priority: Special Circumstances

The District may approve intradistrict transfer requests under the following special circumstances:

00118.001/116968.1

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994. Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

A. Special Circumstance: District

The district may approve an intradistrict transfer request upon finding that a harmful or dangerous special circumstance warrants the approval of the request.

B. Special Circumstance: Outside Agency

The Superintendent or designee may also approve an intradistrict transfer request to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. To grant priority under this subparagraph, the Superintendent or designee must have received either:

- a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or social worker, or properly licensed or registered professionals, including, but not necessarily limited to, a psychiatrist, psychologist or marriage and family therapist.
- b. A court order, including a temporary restraining order and injunction, issued by a judge.

Second Priority: Continuing Students

Priority may be given to students who have had at least two continuous years of enrollment.

Third Priority: Siblings of students already in attendance in that school

Fourth Priority: Parents Employed at School Site

Priority may be given to students whose parent or guardian is assigned to that school as their primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity.

00118.001/116968.1

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994; Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used, provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

Legal Reference:

EDUCATION CODE

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

48980 Notice at beginning of term

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

7912 Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, December 4, 2002

Unsafe School Choice Option, July 23, 2002

WEB SITES

CSBA: <http://www.csba.org>

CDE: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

00118.001/116968.1

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994- Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

**DEL MAR UNION SCHOOL DISTRICT
STUDENTS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY 5116.1:
INTRADISTRICT OPEN ENROLLMENT**

Selection Procedures

1. Prior to the start of the new school year, the Superintendent or designee will identify those schools, which may have space available for additional students during the upcoming school year. The Superintendent or designee will determine, in his or her sole discretion, the number of seats that are available at each school for intradistrict transfers, taking into consideration factors such as existing building capacity, anticipated growth at the school, staffing needs, curriculum, safety and so forth. A list of these schools and open enrollment applications (Intradistrict transfer requests) will be available at all school offices.
2. Students who submit intradistrict transfer requests to the district at least 14 calendar days prior to the first day of school shall be considered for admission to their preferred school that school year, subject to space availability and the restrictions set forth in BP 5116.1 and these regulations.
3. Intradistrict transfers will be approved in accordance with and in order of the following four priorities:

First Priority:

First priority for intradistrict enrollment will be given to students based upon the existence of special circumstances as determined by either the district or outside agencies. The district may approve intradistrict transfers upon finding that a harmful or dangerous special circumstance warrants approval of the request. A student that becomes the victim of a violent criminal offense while on school grounds may be given any order of priority for intradistrict enrollment. Within a reasonable amount of time, not to exceed 10 school days after the violent criminal offense, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994; Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

The district may approve intradistrict transfers upon an outside agency's finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. To grant priority under this subparagraph, the Superintendent or designee must have received either:

- i. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or social worker, or a properly licensed or registered professionals, including, but not necessarily limited to, a psychiatrist, psychologist or marriage and family therapist.
- ii. A court order, including a temporary restraining order and injunction, issued by a judge.

Second Priority:

Second priority for intradistrict enrollment will be given to students continuing in their 3rd year. If the number of students in this category exceeds the number of positions available, enrollment within this priority will be determined by lot.

Third Priority:

Third priority for intradistrict enrollment will be given to siblings of children already attending the preferred school. If the number of students in this category exceeds the number of positions available, enrollment within this priority will be determined by lot.

Fourth Priority:

Fourth priority for intradistrict enrollment will be given to students whose parent or guardian is assigned to that school as their primary place of employment. If the number of students in this category exceeds the number of positions available, enrollment within this priority will be determined by lot.

4. If applications exceed available space, enrollment in a preferred school will be determined in accordance with the above-noted priorities. If spaces remain following enrollment in accordance with those priorities, remaining spaces will be filled by students selected in a random lottery no earlier than 13 calendar days, and no later than 10 calendar days, prior to the first day of

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school from the eligible applicant pool within each priority that have submitted all required documentation on or before 14 calendar days prior to the first day of school. During this selection process, all eligible applicants will be randomly drawn. Those applicants drawn first for which space is available will be enrolled in the requested program. The remaining applicants drawn for which space is not available will be placed on a lottery list in the order in which they were drawn. Those applicants drawn first for which space is available will be enrolled in the requested program. The remaining applicants drawn for which space is not available will be placed on a lottery list in the order in which they were drawn. If new spaces become available, the District may approve additional intradistrict transfer requests in the order in which the requests were drawn by the random lot.

5. At least ten days prior to the first day of the new school year, the Superintendent or designee will inform parents/guardians by U.S. mail, electronic means, such as the District's email, or phone as to whether their applications have been approved, or denied. If the application is denied, the reasons for denial will be stated. Notice provided pursuant to this paragraph shall be deemed received by the parent.
6. Parents/guardians who receive approval must confirm their enrollment no later than 6 calendar days prior to the first day of the new school year or forfeit their space. In the event a space is forfeited, the district may offer it to another student.
7. At times, student enrollment and/or staffing may fluctuate at or after the beginning of the school year resulting in classrooms that may be under capacity. In the event these fluctuations result in vacancies, the district may, but is not required to, fill these vacancies with intradistrict transfer students. Notwithstanding anything to the contrary in this Administrative Regulation, the district may fill these vacancies with intradistrict transfer students within three calendar weeks of the first day of the school year. The district will attempt to notify parents/guardians, by any means it deems reasonable, that their child may be placed at another school site through an intradistrict transfer. Parents/guardians notified of such vacancies must notify the district of their acceptance or rejection the intradistrict transfer no later than twenty-four hours following the district's attempt to notify the parents/guardians of the vacancy. If a parent does not respond to the district's notification, the district shall deem the intradistrict transfer option rejected and may offer it to parents/guardians of another student. In the event intradistrict transfer requests exceed the spaces that become available at or after the start of the school year, if it has not done so already, the district shall determine those intradistrict transfer requests that may be granted by a random, unbiased selection process.

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994. Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

8. Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students. Such standards shall be uniformly applied to all students.
9. Approved intradistrict transfers shall be effective for one school year. Students wishing to continue attending their school of choice on an intradistrict transfer must submit a new intradistrict transfer request no later than 14 calendar days prior to the first day of the next school year. Superintendent or designee may cancel the intradistrict transfer for any reason, including but not limited to, the displacement of a resident student that could result from the intradistrict transfer
10. Students who are unable to enroll in their schools of residence due to enrollment caps may be involuntarily placed at another district school where space is available. In addition, such students shall be entitled to request an intradistrict transfer to other district schools where space is available. Such students will have the opportunity to attend their schools of residence, when space becomes available.

Residents of School

No student currently residing within a school's attendance area and enrolled at that school on or before 14 calendar days prior to the first day of the next school year shall be displaced by another student based on a new intradistrict transfer. Those students who have been involuntarily placed at a district school other than their school of residence shall be deemed residents of that school until they are able to be placed at their school of residence.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year annually describing all current statutory attendance options and local attendance options available in the district, including:

1. All options for meeting residency requirements for school attendance.
2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intradistrict basis.

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994; Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. A district application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education.

Special Considerations

In addition to the policies/regulation specified above, the following guidelines will assist school staff in the implementation of BP / AR 5116.1 regarding initial placement and enrollment:

1. Students who have relocated within the boundaries of the district and out of the attendance area of their current school of attendance will be transferred to their assigned school of attendance within ten school days of notification of the relocation unless the following conditions exist:
 - a. The student relocates after March 1st.
 - b. The student is granted an intradistrict transfer.

If a student satisfies the conditions stated in paragraphs 1.a. or 1.b above, that student may continue to attend their current school of attendance.

2. When a student moves out of the district during the school year, the Del Mar Union School District will allow the student a maximum of ten school days from the date the school is notified of the move to transition to his/her new school. The student is withdrawn from enrollment on the last day of attendance in the district. If the student returns and again becomes a resident of the district any time within the same school year or subsequent years, the student may enroll and placement occurs according to the priority procedures of any new student enrollment.
3. In the event that a school is not able to place a student at their site during the school year due to lack of space available, school staff will follow specified procedures outlined in *BP/AR 5116.1*.

Schools with Special Programs

In order to allow students from all schools access to a special, Board approved program offered at only one school in the District, the following transfer procedure shall be used:

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994; Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

1. The Superintendent will determine the number of spaces at each grade level in the specific school.
2. If the number of requests exceeds the number of spaces allotted for the special program, a random unbiased lottery shall be held.
3. Once granted a transfer to attend a special program at a particular school, the student will be allowed to remain at the school through 6th grade unless the Superintendent or designee determines that the transfer should be cancelled for any reason.
4. Should a student, attending this special program on an approved transfer, choose to return to the neighborhood school, the student would be re-enrolled at the neighborhood school as long as space is available.
5. Younger siblings of students attending the special Board approved program shall have priority consideration for the special program before the acceptance of new applications.
6. Siblings of students attending a special Board approved program may apply for an intradistrict transfer following BP 5116.1 AR 5116.1.

In the event that a school is not able to place a student at their site during the school year due to lack of space available, school staff will follow specified procedures outlined in *BP/AR 5116.1*.

Board Policy/Admin. Reg. 5116.1 (was BP 5117.1 Approved by the Board of Trustees June 8, 1994. Replaced by BP 5010 Approved/Revised by the Board of Trustees March 13, 1996, April 9, 1997, May 2, 1999, May 10, 2000, April 25, 2001, April 15 and 24, 2002, April 30, 2003, March 30, 2004) Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: March 28, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007; Approved with Revisions by the Board of Trustees, February 27, 2008; Approved with Revisions by the Board of Trustees, April 15, 2009.

DEL MAR UNION SCHOOL DISTRICT STUDENTS

BOARD POLICY 5117: INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one school district may apply to attend school in another school district and that such requests are made for a variety of reasons.

Interdistrict Attendance Agreements

The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance agreement shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

The Superintendent or designee may deny applications for interdistrict transfers because of overcrowding within some district schools or limited district resources.

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 ROP, enrollment of students, interdistrict attendance

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

84 Ops. Cal. Atty. Gen. 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
CSBA: <http://www.csba.org>

*Board Policy/Administrative Regulation 5117: Approved by the Board of Trustees: March 23, 2005;
Revisions Approved by the Board of Trustees: December 14, 2005; Approved by the Board of
Trustees: May 24, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007*

**DEL MAR UNION SCHOOL DISTRICT
STUDENTS**

**ADMINISTRATIVE REGULATION TO BOARD POLICY NO. 5117:
INTERDISTRICT ATTENDANCE**

The Superintendent or designee may approve interdistrict attendance permits for the following reasons, if there is sufficient room in the district:

1. The student's parent(s)/guardian(s) are employed by the Del Mar Union School District. Current employee's students will be grandfathered in September 2005. Full time employment will be required in September 2008.
2. To meet the childcare needs of a student. (Education Code 46601.5)

Once a permit has been issued based on childcare needs, a student in grades K-6 shall not be required to reapply for an interdistrict transfer as long as the student continues to receive childcare in the district. (Education Code 46601.5)
3. To meet a child's special mental or physical health needs as certified by a physician, school psychologist or other appropriate school personnel.
4. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance.
5. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.
6. To allow students to remain with a class graduating that year from an elementary school.
7. When the parent/guardian provides written documentation that the family will be moving to the district in the immediate future and would like the student to start the year in the district.
8. When a student will be living out of the district only for one year or less.
9. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

Board Policy/Administrative Regulation 5117: Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: December 14, 2005; Approved by the Board of Trustees: May 24, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007

10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. The Superintendent or designee may deny an interdistrict transfer request submitted for a student who has been found to be fraudulently enrolled in the Del Mar Union School District. Such denial will be for the remainder of the school year such student was determined to be fraudulently enrolled. However, once a student is admitted based on childcare needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

Because the Board recognizes the importance of appropriate class size and the potential for overcrowding within some of the district programs, an interdistrict transfer permit shall not be granted for any program, which is deemed by the district as impacted. The Del Mar School District general education classes and special education programs are deemed impacted at the following numbers:

Grades K-3	20 students
Grades 4-6	27 students
Resource Specialist caseload	28
Speech Language caseload	53
Preschool Speech Language caseload	40
Adapted Physical Education caseload	55

Board Policy/Administrative Regulation 5117: Approved by the Board of Trustees: March 23, 2005; Revisions Approved by the Board of Trustees: December 14, 2005; Approved by the Board of Trustees: May 24, 2006; Approved with Revisions by the Board of Trustees: March 21, 2007

May 21, 2010

To: Board Members

From: James Peabody, Superintendent

Subject: Agenda Item 8.2: Reminder of Upcoming Events and Schedules

Thursday, May 20, 2010BUI

Budget Meeting, State May Revise, 3:00 p.m., Ashley Falls

Friday, May 21, 2010

Legislative Action Network (LAN) Meeting, 10:30 a.m., Solana Beach SD

Wednesday, May 26, 2010

Regular Board Meeting, Del Mar Hills Academy PAC

Monday, May 31, 2010

Memorial Day Holiday. No school.

Tuesday, June 1, 2010 - Tentative

Financial Task Force "Town Hall Meeting", Sage Canyon, 6:00 p.m.

Thursday, June 3, 2010 - Tentative

Financial Task Force "Town Hall Meeting", Ashley Falls, 6:00 p.m.

Friday, June 4, 2010 - Tentative

Financial Task Force "Town Hall Meeting", Sycamore Ridge, 8:00 a.m.

Wednesday, June 9, 2010

Regular Board Meeting, Del Mar Hills Academy PAC

Thursday, June 10, 2010

JPA Meeting, 2:30 p.m., Solana Beach School District Office

Friday, June 11, 2010

Masters in Governance (School Finance), 8:30 a.m. – 4:00 p.m., SDCOE

Thursday, June 17, 2010

6th grade Promotions and last day of school. Dismissal: 12:30 p.m.

Thursday, June 17, 2010 – Tentative

Budget Meeting, Final review of proposed budget prior to adoption, 3:00 p.m.,
Ashley Falls

Wednesday, June 23, 2010

Regular Board Meeting, Del Mar Hills Academy PAC

Thursday, July 8, 2010 (tentative)

JPA Meeting, 2:30 p.m., Solana Beach School District Office

RECOMMENDED: For information only. No action required.

May 19, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: Jim Peabody, Superintendent

Subject: Agenda Item 9.1: Facilities Report for May

Maintenance & Operations is organizing for another busy summer maintenance program. The summer cleaning program is set and ready to begin on June 21 with a completion of August 20. Staff has been allotted to the various summer programs to provide custodial coverage.

M & O is scheduling its various preventative maintenance work for completion this summer. This work includes fire alarm systems, electrical systems, HVAC, freshwater pressure reducing valves and emergency lighting systems. Other projects will include cabinet repairs, ceiling, roofing and slurry repair.

In-house maintenance and repair projects will be exit signs, plumbing fixtures, stage resurfacing and ground enhancements.

FISCAL IMPACT: Cost – \$0, all contracts will be brought to the Board under separate agenda item for approval
Program or Department – Business Services/ Maintenance and Operations
Is this a Restricted Program? Yes
Was this expenditure anticipated in the adopted budget? Please see individual agenda items.
Will this Program or Department be over budget after this expenditure? Please see individual agenda items

RECOMMENDED: For information only. No action required.

May 19, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James Peabody, Superintendent,

Subject: Agenda Item 9.2: Del Mar Heights Lunch Area Improvement

The Maintenance & Operations Department completed a review of the lunch area at Del Mar Heights for new lunch table placement. Currently the students eat on benches in the amphitheater. These benches have not provided a suitable eating area for students. Placement of tables in this area would not work due to the benches and slope of the surface. Del Mar Heights would like an eating area that could accommodate tables under the sunshade. Maintenance & Operations will provide renderings to illustrate possible amphitheater modifications to accommodate a lunch area at the May 26, 2010 meeting.

FISCAL IMPACT: Cost – Unknown at this time
Program or Department – Business Services/
Maintenance and Operations
Is this a Restricted Program? Yes
Was this expenditure anticipated in the adopted
budget? Please see individual agenda items.
Will this Program or Department be over budget after
this expenditure? Please see individual agenda items

RECOMMENDED: For information only. No action required.

May 19, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James Peabody, Superintendent

Subject: Agenda Item 9.3: Board Approval, Roofing Repair Del Mar Hills Academy

During its annual school facility conditions evaluation, Maintenance & Operations identified roof repairs on the copper metal gutter system and bowl drains at Del Mar Hills Academy. The copper metal roof has buckled and cracked in several areas. The bowl drains are in need of sealing. The failure of this copper flashing allows for water seepage during rains. This seepage promotes water damage on the interior of the facility.

Maintenance & Operations recommends that the copper metal system be repaired using a modified touchdown rubber roofing system. This method will improve the quality and condition of the existing roof and provide a durable long lasting gutter system for Del Mar Hills Academy.

FISCAL IMPACT: Cost – \$12,375.00
Program or Department – General Fund, Restricted Maintenance
Is this a Restricted Program? Yes
Was this expenditure anticipated in the adopted budget? No
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends the Board approve the roofing repair at Del Mar Hills Academy.

May 19, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James Peabody, Superintendent

Subject: Agenda Item 9.4: Board Approval, Security Fencing Design Proposal Phase One

Maintenance & Operations completed a review of security fencing of all District school sites and presented it at the April Board meeting. Maintenance & Operations recommended that security fencing be installed at all District school sites to provide a secure and safe environment for students and staff.

In order to accomplish this Maintenance & Operations recommends securing the consultant services of Forte Architect. This work will be completed in two phases. Phase One, Forte Architect will provide a fencing plan for six school sites; Del Mar Hills Academy, Del Mar Heights, Carmel Del Mar, Ashley Falls, Sage Canyon and Torrey Hills. The plan shall comply with site accessibility ADA, fire department as well as student/faculty flow and joint use issues. Forte Architect will secure input from principals and Maintenance & Operations to accomplish this task. After completion of Phase One, the District will review submittals and determine which sites to proceed with.

Phase Two will require a second proposal that will provide the necessary documentation submittal and review to DSA and the City of San Diego concerning joint use properties. In addition, Phase Two will provide construction blueprint and specifications for work completion.

FISCAL IMPACT: Cost – \$6,125.00
Program or Department – Business Services/
 Maintenance and Operations
Is this a Restricted Program? Yes
Was this expenditure anticipated in the adopted budget? Please see individual agenda items.
Will this Program or Department be over budget after this expenditure? Please see individual agenda items

RECOMMENDED: The superintendent recommends the Board approve the security fencing design Proposal for Phase One.

May 17, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.1: 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 \$204,683.60. It is also recommended that the Board of Trustees ratifies the commercial warrants listed in the amount of \$463,357.66 and ratifies the revolving cash disbursements listed in the amount of \$1,830.26.

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


Signed

5/19/10
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.

DEL MAR UNION			FROM 04/01/10 THRU 04/30/10			
PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
212279	04/01/10	03	DR. HOWARD TARAS	001	OTHER CONTRACTS	\$5,000.00
212280	04/01/10	03	ERIK BIENKE	004	\$100 TEACHER STIPEND	\$81.00
212281	04/01/10	63	BOOMERS- VISTA	060	FIELD TRIP	\$1,074.00
212282	04/01/10	63	WILD ANIMAL PARK ED DEPT	060	FIELD TRIP	\$1,818.00
212283	04/01/10	63	MIRA MESA LANES	060	FIELD TRIP	\$990.00
212284	04/01/10	03	JENNY LUCE	010	INST MAT/SUP GEN PURPOSE	\$76.77
212285	04/01/10	03	COACH USA	010	FIELD TRIP	\$1,486.74
212286	04/01/10	03	LINDSAY FARMER	004	\$100 TEACHER STIPEND	\$81.00
212287	04/01/10	03	ZOOLOGICAL SOCIETY-SAN DIEGO	009	INST MAT/SUP GEN PURPOSE	\$200.00
212288	04/01/10	03	HARCOURT OUTLINES, INC.	003	BOOKS OTHER THAN TEXTBOOKS	\$122.23
212289	04/01/10	13	INDUSTRIAL ELECTRIC	001	EQUIP REPAIR	\$857.35
212290	04/02/10	03	SCHOLASTIC BOOK CLUBS, INC.	004	BOOKS OTHER THAN TEXTBOOKS	\$112.00
212291	04/02/10	03	NANCY SWANBERG	004	\$100 TEACHER STIPEND	\$80.73
212292	04/02/10	03	BOUND TO STAY BOUND BOOKS INC	009	BOOKS OTHER THAN TEXTBOOKS	\$1,650.00
212293	04/02/10	03	COACH USA	009	FIELD TRIP	\$383.00
212294	04/02/10	03	COACH USA	009	FIELD TRIP	\$962.76
212295	04/02/10	03	COACH USA	009	FIELD TRIP	\$815.78
212296	04/02/10	06	ACADEMIC SUPPLIER	011	INST MAT/SUP GEN PURPOSE	\$208.89
212297	04/02/10	06	OFFICE DEPOT, B.S.D.	011	INST MAT/SUP GEN PURPOSE	\$22.62
212298	04/02/10	06	VITAL SOUNDS	011	INST MAT/SUP GEN PURPOSE	\$2,480.84
212299	04/02/10	06	BRIANA DAMBACHER	011	MILEAGE REIMBURSEMENT	\$33.05
212300	04/02/10	06	JDL DEVELOPMENT INC	001	REPAIRS BLDG/GRND-HGTS	\$3,750.00
212301	04/02/10	03	ABERDEEN LLC	001	EQUIPMENT	\$5,546.43
212302	04/02/10	03	CDW-G	001	NON CAPITALIZED COMP EQUIP	\$2,114.81
212303	04/02/10	03	CDW-G	001	OTHER CONTRACTS COMPUTER	\$13,410.00
212304	04/02/10	06	ELESCO	001	REPAIRS BLDGS/GRNDS-OA	\$1,500.00
212305	04/05/10	03	SDCOE	013	OFFICE SUPPLIES	\$224.92
212306	04/05/10	03	BANNER STATIONERS	013	OFFICE SUPPLIES	\$46.80
212307	04/06/10	63	DIGITALPRO, INC.	060	GEN SUPPLIES CHILD DEV	\$110.16
212308	04/08/10	03	DOLINKA GROUP, LLC	001	OTHER CONTRACTS	\$11,808.00
212309	04/08/10	03	FOLLETT LIBRARY RESOURCES	008	BOOKS OTHER THAN TEXTBOOKS	\$107.60
212310	04/08/10	03	ANDREA SLEET	004	\$100 TEACHER STIPEND	\$81.00
212311	04/08/10	03	ORIENTAL TRADING CO.	004	INST MAT/SUP GEN PURPOSE	\$222.68
212312	04/08/10	03	CRISTIN EBRIGHT	004	\$100 TEACHER STIPEND	\$81.00
212313	04/08/10	03	COACH USA	006	FIELD TRIP	\$407.89
212314	04/08/10	03	KRISTIN STANTON	009	\$100 TEACHER STIPEND	\$81.00
212315	04/08/10	03	MARIA SCHWAB	009	\$100 TEACHER STIPEND	\$40.50
212316	04/08/10	06	BRIANA DAMBACHER	011	MILEAGE REIMBURSEMENT	\$33.05
212317	04/08/10	06	DEL MAR HIGHLANDS LUBE CENTER	001	REPAIRS TO VEHICLES	\$52.02
212318	04/08/10	06	AIR AMERICA TESTING	001	OTHER CONTRACTS	\$5,000.00
212319	04/08/10	06	JDL DEVELOPMENT INC	001	REPAIRS BLDG/GRND-HGTS	\$1,500.00
212320	04/08/10	03	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$752.51
212321	04/08/10	03	GAIL BRINKERHOFF	005	INST MAT/SUP GEN PURPOSE	\$40.73
212322	04/08/10	03	COMPETITIVE EDGE LCD PROJECTOR	006	INST MAT/SUP GEN PURPOSE	\$975.49
212323	04/08/10	03	SCHOOL SPECIALTY	010	INST MAT/SUP GEN PURPOSE	\$328.00
212324	04/12/10	03	WILLIAM A. PORTER III	005	TRAVEL AND CONFERENCES	\$199.00
212325	04/13/10	03	CONTINENTAL MATHEMATICS LEAGUE	005	INST MAT/SUP GEN PURPOSE	\$12.10
212326	04/13/10	63	VONS/SAFEWAY	060	INST SUPPLIES CHILD DEV	\$2,000.00
212327	04/13/10	63	DIGITAL ONE PRINTING, INC.	060	PRINTING EXPENSE	\$856.41
212328	04/14/10	03	UMA (LAKSHMY) KRISHNAN	007	INST MAT/SUP GEN PURPOSE	\$150.30
212329	04/14/10	03	JENNIFER DELLIQUADRI	010	\$100 TEACHER STIPEND	\$81.00
212330	04/14/10	06	ENABLING DEVICES	011	INST MAT/SUP GEN PURPOSE	\$84.00

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
212331	04/14/10	03	SCHOOL SERVICES OF CALIF., INC	001	TRAVEL AND CONFERENCES	\$250.00
212332	04/14/10	03	FAGEN FRIEDMAN & FULFROST, LLP	001	LEGAL FEES	\$15,825.10
212333	04/16/10	03	XEROX CORPORATION	001	SERVICE AGREEMENTS	\$82.87
212334	04/16/10	03	STAPLES	001	OFFICE SUPPLIES	\$86.98
212335	04/19/10	03	SDCOE	001	OFFICE SUPPLIES	\$374.63
212336	04/19/10	06	AFFORDABLE DRAIN SERVICE, INC	001	REPAIRS BLDGS/GRNDS	\$1,000.00
212337	04/19/10	03	WAXIE	001	CUSTODIAL SUPPLIES	\$1,680.00
212338	04/19/10	13	KEARNY MESA TRUCK CENTER	001	REPAIRS TO VEHICLES	\$4,500.00
212339	04/19/10	03	BARNES & NOBLE, INC	004	INST MAT/SUP GEN PURPOSE	\$44.24
212340	04/19/10	03	OFFICE DEPOT, B.S.D.	004	INST MAT/SUP GEN PURPOSE	\$300.00
212341	04/19/10	03	ERIK BIENKE	004	POETRY T-SHIRTS	\$188.83
212342	04/19/10	03	COACH USA	005	FIELD TRIP	\$1,632.64
212343	04/19/10	03	ACADEMIC SUPPLIER	001	OFFICE SUPPLIES	\$283.95
212344	04/19/10	03	JULIE CHOI	008	\$100 TEACHER STIPEND	\$81.00
212345	04/19/10	03	KEN IGARASHI	008	\$100 TEACHER STIPEND	\$81.00
212346	04/19/10	03	OFFICE DEPOT, B.S.D.	008	INST MAT/SUP GEN PURPOSE	\$750.00
212347	04/19/10	03	BOUND TO STAY BOUND BOOKS INC	006	BOOKS OTHER THAN TEXTBOOKS	\$1,609.42
212348	04/19/10	03	PRESIDENT'S CHALLENGE	007	INST MAT/SUP GEN PURPOSE	\$251.01
212349	04/19/10	03	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$13.57
212350	04/19/10	03	INSECT LORE PRODUCTS	010	INST MAT/SUP GEN PURPOSE	\$133.69
212351	04/19/10	03	ATHANASIA SOLOWCZUK	009	\$100 TEACHER STIPEND	\$40.50
212352	04/19/10	03	DAN DAHL	009	\$100 TEACHER STIPEND	\$81.00
212353	04/19/10	03	LESA HOUSE	009	INST MAT/SUP GEN PURPOSE	\$39.98
212354	04/19/10	03	FOLLETT LIBRARY RESOURCES	009	BOOKS OTHER THAN TEXTBOOKS	\$800.00
212355	04/19/10	03	DEMCO, INC.	004	BOOKS OTHER THAN TEXTBOOKS	\$62.93
212356	04/19/10	03	BARNES & NOBLE, INC	004	BOOKS OTHER THAN TEXTBOOKS	\$30.40
212357	04/19/10	03	ASCD	004	INST SUPP-LIBRARY A.V.	\$31.54
212358	04/19/10	03	PROJECTORQUEST	004	INST MAT/SUP GEN PURPOSE	\$282.03
212359	04/19/10	03	TANYA LUBOMUDROV	010	\$100 TEACHER STIPEND	\$81.00
212360	04/19/10	03	COACH USA	009	TRANS SPEC TRIPS	\$1,774.32
212361	04/19/10	03	SEHI COMPUTER PRODUCTS, INC.	004	INST MAT/SUP GEN PURPOSE	\$927.89
212362	04/19/10	03	KRISTEN HOWELL	009	\$100 TEACHER STIPEND	\$79.41
212363	04/19/10	03	JILL WOJTKOWSKI	009	\$100 TEACHER STIPEND	\$81.00
212364	04/19/10	03	COACH USA	006	FIELD TRIP	\$407.89
212365	04/19/10	03	INSECT LORE PRODUCTS	008	INST MAT/SUP GEN PURPOSE	\$147.42
212366	04/19/10	03	AMAZON.COM CREDIT	008	INST MAT/SUP GEN PURPOSE	\$82.38
212367	04/20/10	03	PROCOPIO, CORY, HARGREAVES	001	LEGAL FEES	\$11,496.95
212368	04/20/10	03	STUTZ, ARTIANO, SHINOFF &	001	LEGAL FEES	\$7,993.06
212369	04/20/10	06	AZTEC APPLIANCE	001	MAINT SUPPLIES/TH	\$246.86
212370	04/20/10	06	A O REED & CO.	001	REPAIRS BLDGS/GRNDS	\$5,000.00
212371	04/20/10	03	JENNIFER HOWARD	009	\$100 TEACHER STIPEND	\$81.00
212372	04/20/10	03	ACADEMIC SUPPLIER	003	INST MAT/SUP GEN PURPOSE	\$135.01
212373	04/20/10	03	KATIE SHANAHAN	012	MILEAGE REIMBURSEMENT	\$257.00
212374	04/20/10	03	PROJECTOR DOCTOR	004	INST MAT/SUP GEN PURPOSE	\$238.16
212375	04/20/10	03	ASCD	012	DUES AND MEMBERSHIPS	\$89.00
212376	04/20/10	03	ACSA	012	DIST. PROF. LIBRARY	\$97.00
212377	04/20/10	03	KELLY PAPER	006	INST MAT/SUP GEN PURPOSE	\$188.14
212378	04/20/10	03	EMILY MACKIE	009	\$100 TEACHER STIPEND	\$81.00
212379	04/20/10	03	JEN LITT	009	\$100 TEACHER STIPEND	\$81.00
212380	04/20/10	03	EMILY DISNEY	009	INST MAT/SUP GEN PURPOSE	\$102.87
212381	04/20/10	13	INDUSTRIAL ELECTRIC	045	EQUIP REPAIR	\$29.83
212382	04/20/10	06	THERAPRO	011	INST MAT/SUP GEN PURPOSE	\$34.68

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
212383	04/20/10	06	OFFICE DEPOT, B.S.D.	011	INST MAT/SUP GEN PURPOSE	\$147.66
212384	04/20/10	06	ACADEMIC SUPPLIER	011	INST MAT/SUP GEN PURPOSE	\$64.95
212385	04/20/10	03	BRIGIDA HASLER	009	\$100 TEACHER STIPEND	\$81.00
212386	04/20/10	03	AUDREY SCHENGEL	009	\$100 TEACHER STIPEND	\$81.00
212387	04/20/10	03	ATKINSON, ANDELSON, LOYA, RUUD	001	LEGAL FEES	\$10,662.78
212388	04/20/10	03/06	FAGEN FRIEDMAN & FULFROST, LLP	001	LEGAL FEES	\$19,456.65
212389	04/20/10	06	OFFICE DEPOT, B.S.D.	011	INST MAT/SUP GEN PURPOSE	\$126.95
212390	04/21/10	03	OFFICE DEPOT, B.S.D.	007	INST MAT/SUP GEN PURPOSE	\$279.55
212391	04/21/10	03/06	BEST BEST & KRIEGER ATTORNEYS	001	LEGAL FEES	\$10,242.44
212392	04/21/10	03	BEE BEST BEE REMOVAL, INC	045	OTHER CONTRACTS	\$895.00
212393	04/21/10	06	GRAINGER INDUSTRIAL SUPPLY	045	MAINT SUPPLIES	\$1,000.00
212394	04/21/10	03	HYDRO-SCAPE PRODUCTS, INC.	045	GARDENING SUPPLIES	\$100.00
212395	04/21/10	03	GREEN LEAF TREE CARE INC.	045	REPAIR GRNDS/LANDSCAPING	\$800.00
212396	04/21/10	06	SHAKE, SHINGLE & ROLL ROOFING	045	REPAIRS BLDG/GRND-TH	\$900.00
212397	04/21/10	06	WACO ASSOCIATES INC	045	MAINT SUPPLIES	\$2,179.34
212398	04/21/10	03	CAMEO PAPER & JANITOR SUPPLY	045	CUSTODIAL SUPPLIES	\$5,000.00
212399	04/21/10	03	OPTIMUM FLOORCARE	045	CUSTODIAL SUPPLIES	\$829.55
212400	04/21/10	03	ACADEMIC SUPPLIER	045	OFFICE SUPPLIES	\$858.34
212401	04/21/10	06	BARTON READING AND SPELLING	011	INST MAT/SUP GEN PURPOSE	\$1,706.00
212402	04/21/10	03	TRACY HAMILTON, INC.	009	INST MAT/SUP GEN PURPOSE	\$134.31
212403	04/21/10	03	PRESIDENT'S EDUCATION	009	INST MAT/SUP GEN PURPOSE	\$71.25
212404	04/21/10	03	HERITAGE TOURS	004	FIELD TRIP	\$340.00
212405	04/21/10	03	COACH USA	004	FIELD TRIP	\$444.63
212406	04/21/10	06	MEDS-PDN	011	TRAVEL AND CONFERENCES	\$358.00
212407	04/21/10	03	SCHOOL HEALTH SUPPLY CO.	011	HEALTH SUPPLIES	\$556.31
212408	04/21/10	03	BANGKIT	006	INST MAT/SUP GEN PURPOSE	\$1,065.75
212409	04/21/10	63	DEPARTMENT OF SOCIAL SERVICES	060	TRAVEL AND CONFERENCES	\$50.00
212410	04/21/10	03	BERTRAND'S MUSIC MART	009	MUSIC SUPPLIES	\$152.25
212411	04/21/10	03	SCHOOLMATE	009	INST MAT/SUP GEN PURPOSE	\$427.91
212412	04/21/10	03	FUTURE PROBLEM SOLVERS OF CA	009	INST MAT/SUP GEN PURPOSE	\$135.00
212413	04/21/10	03	FUTURE PROBLEM SOLVERS OF CA	007	INST MAT/SUP GEN PURPOSE	\$145.00
212414	04/21/10	03	SOLUTION TREE, LLC	005	INST MAT/SUP GEN PURPOSE	\$575.00
212415	04/21/10	03	TRACY HAMILTON, INC.	005	INST MAT/SUP GEN PURPOSE	\$132.14
212416	04/21/10	03	ALEKS CORPORATION	005	INST MAT/SUP GEN PURPOSE	\$200.00
212417	04/22/10	03	RICHARD GRISWOLD	009	\$100 TEACHER STIPEND	\$81.00
212418	04/22/10	03	STEPHANIE ILKHANIPOUR	009	\$100 TEACHER STIPEND	\$80.80
212419	04/22/10	03	EILEEN RANDALL	009	INST MAT/SUP GEN PURPOSE	\$108.74
212420	04/22/10	03	RADICAL REPTILES & FRIENDS	009	FIELD TRIP	\$625.00
212421	04/22/10	03	MEG MONEY	009	\$100 TEACHER STIPEND	\$85.95
212422	04/22/10	03	HERE COMES MONEY, INC.	010	CLASSROOM DONATIONS	\$439.38
212423	04/22/10	03	RAYMOND GEDDES & CO.	010	CLASSROOM DONATIONS	\$160.25
212424	04/22/10	03	COACH USA	010	FIELD TRIP	\$800.50
212425	04/23/10	03	GREATER SAN DIEGO READING	012	OTHER EXPENSES	\$174.00
212426	04/26/10	03	KRISTIN BONAGUIDI	006	\$100 TEACHER STIPEND	\$81.00
212427	04/26/10	03	SHELLEY PETERSEN	006	INST MAT/SUP GEN PURPOSE	\$43.86
212428	04/26/10	03	BANGKIT	005	INST MAT/SUP GEN PURPOSE	\$543.75
212429	04/26/10	03	MUSIC IN THE PARKS	004	FIELD TRIP	\$780.00
212430	04/26/10	03	SOUTHWEST SCHOOL SUPPLY	005	INST MAT/SUP GEN PURPOSE	\$150.62
212431	04/26/10	63	SMART & FINAL	060	SNACKS CHILD DEV	\$23.66
212432	04/26/10	03	SOUTHWEST SCHOOL SUPPLY	009	INST MAT/SUP GEN PURPOSE	\$253.09
212433	04/26/10	63	ORIENTAL TRADING CO.	060	INST SUPPLIES CHILD DEV	\$146.47
212434	04/26/10	63	S&S WORLD WIDE	060	INST SUPPLIES CHILD DEV	\$176.78

			DEL MAR UNION			
			FROM 04/01/10 THRU 04/30/10			
PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
212435	04/26/10	03	ABBEY PARTY RENTS	006	RENTL, LEASE, REPAIR&NON-CAP	\$339.50
212436	04/26/10	03	JENNIFER OLIVEIRA	009	\$100 TEACHER STIPEND	\$144.53
212437	04/26/10	03	BANGKIT	007	INST MAT/SUP GEN PURPOSE	\$1,065.75
212438	04/26/10	03	ROCHESTER 100, INC./ NICKY'S	009	INST MAT/SUP GEN PURPOSE	\$344.08
212439	04/26/10	03	BANGKIT	009	INST MAT/SUP GEN PURPOSE	\$1,065.75
212440	04/26/10	03	OFFICE DEPOT, B.S.D.	005	INST MAT/SUP GEN PURPOSE	\$218.08
212441	04/27/10	06	J & S ASPHALT PAVING, INC.	045	REPAIRS BLDG/GRND-TH	\$1,100.00
212442	04/27/10	03	JACQUELINE BOYSEN	010	\$100 TEACHER STIPEND	\$81.00
212443	04/27/10	03	SUPERINTENDENT OF SCHOOLS	010	INST MAT/SUP GEN PURPOSE	\$26.86
212444	04/27/10	03	ALLISON WARREN	004	\$100 TEACHER STIPEND	\$81.00
212445	04/27/10	03	AMAZON.COM CREDIT	007	OTHER BOOKS-PROF.LIB.	\$50.48
212446	04/27/10	03	O'BRIEN'S BOULANGERIE	012	OTHER EXPENSES	\$480.75
212447	04/28/10	63	STAPLES	060	GEN SUPPLIES CHILD DEV	\$295.94
212448	04/28/10	03	SOUTHWEST SCHOOL SUPPLY	004	INST MAT/SUP GEN PURPOSE	\$53.07
212449	04/28/10	03	XEROX CORPORATION	006	INST MAT/SUP GEN PURPOSE	\$372.14
212450	04/28/10	03	IKON OFFICE SOLUTIONS-FSMA	009	INST MAT/SUP GEN PURPOSE	\$377.63
212451	04/28/10	03	JENNIFER JO MOKIAO	009	\$100 TEACHER STIPEND	\$81.00
212452	04/28/10	03	CATHERINE GILBERT	009	MUSIC SUPPLIES	\$120.32
212453	04/28/10	03	JACQUE FOLGNER	003	\$100 TEACHER STIPEND	\$81.00
212454	04/28/10	03	STEVEN J. EBNER	003	BAND SUPPLIES	\$600.00
212455	04/28/10	03	TROXELL COMMUNICATIONS	003	DISASTER PREP SUPPLIES	\$306.10
212456	04/28/10	03	ACADEMIC SUPPLIER	003	INST MAT/SUP GEN PURPOSE	\$66.34
212457	04/28/10	03	BOUND TO STAY BOUND BOOKS INC	003	BOOKS OTHER THAN TEXTBOOKS	\$734.33
212458	04/28/10	03	BERTRAND'S MUSIC MART	003	BAND SUPPLIES	\$40.00
212459	04/29/10	03	CALIFORNIA DEPT OF ED	012	OTHER EXPENSES	\$400.00
REPORT TOTAL						\$204,683.60

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

April 1 - 30, 2010

FUND	DATE	WARRANT #	AMOUNT
FUND 03 & 06			
	4/7/2010	758477-758510	\$ 51,997.12
	4/9/2010	760883-760899	\$ 66,584.85
	4/14/2010	762519-762550	\$ 31,612.03
	4/21/2010	765621-765720	\$ 155,408.33
	4/28/2010	768395-768444	\$ 88,365.00
	4/30/2010	769728-769743	\$ 21,338.36
			\$ 415,305.69
FUND 13	4/7/2010	758511-758515	\$ 3,982.68
Cafeteria	4/14/2010	762551	\$ 5,016.97
	4/21/2010	765721-765723	\$ 1,481.90
	4/28/2010	768445	\$ 42.00
FUND 14			
Deferred Maintenance			
FUND 25-19			
Developer Fees			
FUND 40			
Special Reserve-Capital			
FUND 63	4/7/2010	758516-758519	\$ 4,153.99
Other Enterprise - Child Development	4/9/2010	760900-760903	\$ 2,211.03
	4/14/2010	762552-762554	\$ 290.55
	4/21/2010	765724-765730	\$ 2,276.53
	4/28/2010	768446-768450	\$ 824.53
	4/30/2010	769744-769745	\$ 771.79
FUND 73-20			
Foundation Trust			
OTHER FUND TOTAL			\$ 21,051.97
GRAND TOTAL			\$ 436,357.66

DEL MAR UNION SCHOOL DISTRICT
Revolving Cash Fund April 1 - 30, 2010

[illegible]

\$ 1,830.26

Paulette Anderson
Custodian, Revolving Cash

Date _____

5/19/10

May 17, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.2: Board Approval and Acceptance of Donations to the Del Mar Union School District

Items	School Site	Donor
\$2,408.00 for instructional supplies	Del Mar Hills	PTA
\$244.22 for Science Lab	Ashley Falls School	Girl Scout Troop #1403

FISCAL IMPACT: **Cost** – The above donations generate revenue in the amount of \$2,650.22.
 Program or Department – Other Local Revenue.
 Is this a Restricted Program – No
 Was this expenditure anticipated in the adopted budget? No
 Will this Program or Department be over budget after this expenditure: No

RECOMMENDED: The superintendent recommends Board approval and acceptance of donations to the Del Mar Union School District.

May 19, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.3: Board Approval of Resolution No. 2010-13, Resolution No. 2010-14, Resolution No. 2010-15 and Resolution No. 2010-16 Authorizing Designated Signatures and Release of Credential Held Warrants for July 1, 2010 through June 30, 2011

Education Code requires the Governing Board to approve resolutions to maintain a current record with the San Diego County Office of Education of persons authorized to act on behalf of the Del Mar Union School District. The Board approved new resolutions on April 28, 2010 due to the termination of Sharon McClain, Superintendent and the appointment of James D. Peabody as Interim Superintendent. These approved resolutions updated the signature files at the San Diego County Office of Education through June 30, 2010, the end of the current fiscal year. New resolutions are required for every new fiscal year. The resolutions presented to the Board for approval at this time are for 2010/2011 and are due at the San Diego County Office of Education of June 1, 2010.

Upon approval, the following persons will be authorized to act on behalf of the Del Mar Union School District for July 1, 2010 through June 30, 2011:

Dena Whittington, Assistant Superintendent Business Services, is the authorized agent to receive mail from the Accounting Section. James D. Peabody, Superintendent; Paulette Anderson, Business Services Coordinator; Cathy Birks, Business Services Specialist; and Margaret Mendenhall, Payroll Supervisor, are additional authorized persons to pick up warrants from the County Office of Education;

James D. Peabody and Timothy Asfazardour, Assistant Superintendent Human Resources, are the authorized persons to sign the Payment Order, and

James D. Peabody, Dena Whittington, and Paulette Anderson are authorized to sign any and all orders in the name of the District, drawn on the funds of the District.

FISCAL IMPACT: N/A

RECOMMENDED: The superintendent recommends approval of Resolution No. 2010-13, Resolution No. 2010-14, Resolution No. 2010-15 and Resolution No. 2010-16 authorizing designated signatures and release of credential held warrants for July 1, 2010 through June 30, 2011.

RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)

The Del Mar Union School District, San Diego County ON MOTION OF member _____,
seconded by member _____ effective July 1, 2010 through June 30, 2011.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section 42632 or 85232, James D. Peabody, Superintendent; Dena Whittington, Assistant Superintendent Business Services; and Paulette Anderson, Business Services Coordinator are hereby authorized to sign any and all orders in the name of the District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the County Office.

PASSED AND ADOPTED by said Governing Board on May 26, 2010 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable (rubber stamp):

seconded by member effective July 1, 2010 through June 30, 2011.

1. The authorized agent to receive mail from the Accounting Section is Dena Whittington, Assistant Superintendent Business Services.
2. The authorized persons to pick up warrants from the County Office (other than the mail addressee) are:
 - James D. Peabody
 - Paulette Anderson
 - Cathy Birks
 - Margaret Mendenhall

		mail	hold	
3.	Check one	_____	<u> X </u>	Monthly payroll warrants each and every month.
	Check one	_____	<u> X </u>	Daily/Hourly payroll warrants each and every month.

PASSED AND ADOPTED by said Governing Board on May 26, 2010 by the following vote:

ABSENT: _____ MEMBERS

[illegible]

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable (rubber stamp):

.....

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RESOLUTION NO. 2010-15

PAYMENT ORDER RESOLUTION

The Del Mar Union School District, San Diego County ON MOTION OF member _____,

seconded by member _____ effective July 1, 2010 through June 30, 2011.

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title 1 of the Government Code, the following persons are hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

James D. Peabody, Superintendent

Timothy Asfazadour, Assistant Superintendent Human Resources

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 26, 2010 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable (rubber stamp):

RESOLUTION NO. 2010-16

RESOLUTION AUTHORIZING THE COUNTY OFFICE OF EDUCATION CREDENTIALS
DEPARTMENT TO RELEASE CREDENTIAL HELD WARRANTS TO EMPLOYEES

The Del Mar Union School District, San Diego County ON MOTION OF member _____,
seconded by member _____ effective July 1, 2010 through June 30, 2011.

IT IS RESOLVED AND ORDERED that, The County Office of Education Credentials Department is authorized to release credentials held warrants to employees who have provided the required credential paper work.

PASSED AND ADOPTED by said Governing Board on May 26, 2010 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
) ss
COUNTY OF SAN DIEGO)

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

Secretary of the Governing Board

May 17, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item No. *10.4: Board Approval of Professional Services Agreement Between the Del Mar Union School District and Dannis Woliver Kelley

Dannis Woliver Kelley is a law firm that specializes in representing school districts and arise proposing to provide the District with the highest quality services. Dannis Woliver Kelley has not raised its rates since 2006 and will not do so for the 2010/2011. They also offer a 2% discount on all legal services other than bond-funded construction services or other discounted rates. The rates for 2010/2011 listed below will be billed at a minimum increment of three-tenth (.3) of an hour.

	Hourly Rate
Attorney	\$210.00 - \$265.00
Associates	\$215.00
Shareholders, Special Counsel and Counsel	\$185.00
Paralegals and Law Clerks	\$110.00 - \$125.00

This Agreement for Professional Services is available for review at the Del Mar Union School District.

FISCAL IMPACT: Cost – Hourly rate on an as used basis
Program or Department - General Fund, Unrestricted and Restricted
Is this a Restricted Program –No, Yes
Was this expenditure anticipated in the adopted budget? Yes
Will this Program or Department be over budget after this expenditure: No

RECOMMENDED: The superintendent recommends the Board approve the Agreement for Professional Services between the Del Mar Union School District and Dannis Woliver Kelley.

May 17, 2010

To: Board Members

From: Sheila Weinberg, Director of Pupil Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.5: Board Approval of Agreement between the Del Mar Union School District and Dr. Mitchel D. Perlman

District staff recommends approval of a contract with Dr. Mitchell D. Perlman to provide observation, assessment and testing for District students as needed to support the educational program and IEP process. This contract, in the amount not to exceed \$3,500.00, will provide services through July 30, 2010.

*The agreement for this work is available for review at the
Del Mar Union School District Office.*

FISCAL IMPACT: Cost – Not to exceed \$3,500.00
Program or Department - General Fund, Restricted Special Education
Is this a Restricted Program – Yes
Was this expenditure anticipated in the adopted budget? No
Will this Program or Department be over budget after this expenditure: No

RECOMMENDED: The superintendent recommends Board approval of the agreement between the Del Mar Union School District and Dr. Mitchell D. Perlman.

May 17, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item No. *10.6: Board Approval of Contract between the Del Mar Union School District and Pathway Communications LTD

Carmel Del Mar School has raised funds through their Dad's Club to purchase and install an AV system including the projector and large format viewing screen. The system, to be installed in the MUR, includes on-site service and warranty facilitation and training. Randy Wheaton, Director of Maintenance & Operations has met with the vendor and site personnel to confirm installation procedures. Mr. Wheaton recommends that the Board approve the contract with Pathway Communications.

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

FISCAL IMPACT: **Cost** – \$3,439.69
Program or Department - Site Fundraising
Is this a Restricted Program – No
Was this expenditure anticipated in the adopted budget? No
Will this Program or Department be over budget after this expenditure: No

RECOMMENDED: The superintendent recommends Board approval of the Contract between the Del Mar Union School District and Pathway Communications LTD.

May 17, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item No. *10.7: Board Ratification of Agreement Between the Del Mar Union School District and Zasueta Contracting Inc.

Playground inspections were completed under the supervision of Randy Wheaton, Director of Maintenance & Operations. The inspections revealed repairs that required immediate attention in order to maintain a safe environment for District students. Repair costs for work at Sage Canyon, Sycamore Ridge, Ashley Falls, Ocean Air and Torrey Hills including replacement of deck boards, posts, swing hangers, chains, and guard rail bolts total \$5,268.00. District staff scheduled the work prior to Board approval so that parts could be ordered and work completed to ensure student safety and prevent long term disruption in scheduled usage.

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

FISCAL IMPACT: Cost – \$5,268.00
Program or Department - General Fund, Restricted
Maintenance
Is this a Restricted Program –Yes
Was this expenditure anticipated in the adopted budget? No
Will this Program or Department be over budget after this
expenditure: No

RECOMMENDED: The superintendent recommends ratification of the agreement between the Del Mar Union School District and Zasueta Contracting Inc..

May 19, 2009

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.8: Board Approval of Restricted Maintenance Contracts For Summer Work and 2010/2011 Fiscal Year Annual Inspections, Maintenance and Service

Randy Wheaton, Director of Maintenance & Operations, has continued to request quotes from contractors for summer work and annual inspections, maintenance and service as summarized on the March 24, 2010 Board Agenda. At this time, Mr. Wheaton recommends that the following contracts be approved.

1. Green Leaf Tree Care Inc. will trim all trees back from lights, roofs and building at all school sites in the amount of \$10,900.00.
2. A.O. Reed & Co. will provide testing and certification of 37 backflow devices that are located at various school sites throughout the District in the amount of \$3,654.00.
3. Construction Electronics, Inc. will perform preventative maintenance on the intercom equipment at Ashley Falls, Sage Canyon, Del Mar Hills Academy, Carmel Del Mar, Torrey Hills and Ocean Air Schools in the amount of \$2,954.09.
4. San Diego Refrigeration will provide maintenance inspections on 18 milk coolers located throughout the District at all school sites in the amount of \$1,500.00.
5. Cosco Fire Protection will provide required, quarterly fire systems inspection and maintenance at all District school sites in the amount of \$10,800.00.
6. California Mobility Center, Inc. will provide two (2) six month maintenance inspections of the wheelchair lifts at all District school sites in the amount of \$2,280.00.

7. Zasueta Contracting Inc. will provide maintenance including cleaning, repair and re-sealing of rubber surfacing on playgrounds at Sycamore Ridge, Sage Canyon, Carmel Del Mar and Ocean Air Schools in the amount of \$26,909.00.

*The contracts for the work listed above are available for review
at the Del Mar Union School District Office.*

FISCAL IMPACT: Cost – \$58,997.09

Program or Department - General Fund, Restricted
Maintenance

Is this a Restricted Program –Yes

Was this expenditure anticipated in the proposed budget? Yes

**Will this Program or Department be over budget after this
expenditure:** No

RECOMMENDED: The superintendent recommends approval of the agreements between the Del Mar Union School District and the contractors as listed above.

May 20, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendents, Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.9: Approval of Agreement Between the Del Mar Union School District and Eric Hall & Associates.

An agreement between Eric Hall & Associates and the Del Mar Union School District to provide Facilities Consulting services as needed by the District to coordinate with Districts architects, staff, inspector of record and Department of State Architect in securing the closeout of various school construction projects was approved on December 9, 2009. The amount was to not exceed \$10,000. Staff has been working with Eric Hall & Associates to complete the closeouts and has made progress on several projects. However, we have not been able to complete everything needed on all projects. Eric Hall & Associates has projected an additional cost at \$25,174.

*The agreement for this work is available for review at the
Del Mar Union School District Office.*

FISCAL IMPACT: Cost – \$25,174.00

Program or Department – Unrestricted General Fund and Developer Fee Fund with work on CFD funded sites to be reimbursed by the respective CFD.

Is this a Restricted Program – No and Yes

Was this expenditure anticipated in the adopted budget? No

Will this Program or Department be over budget after this expenditure: - Yes, to the extent the General Fund is responsible for costs related to non-CFD sites.

RECOMMENDED: The Superintendent recommends approval of the agreement between the Del Mar Union School District and Eric Hall & Associates.

May 19, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: James Peabody, Superintendent

Subject: Agenda Item *10.10: Board Appointments to the North City West JPA

The Board will make the following appointments for the North City West JPA:

Board Representative:
Katherine White

District Administration Representatives:
James Peabody, Superintendent
Dena Whittington, Assistant Superintendent

FISCAL IMPACT: N/A

RECOMMENDED: The superintendent recommends the Board will approve the selection of appointments of representatives to the North City West JPA

May 17, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item No. *10.11: Board Approval of Agreement Between the Del Mar Union School District and Consulting & Inspection Services

Consulting & Inspection Services has contracted with the Del Mar Union School District and has successfully completed various work as requested by Randy Wheaton, Director of Maintenance and Operations. At this time, District staff is recommending the approval of an agreement with Consulting & Inspection Services for DSA Project Inspection Services for the new Child Care facility at Ocean Air School. Inspection services will be required between June 16, 2010 and September 30, 2010 for a total of 3.5 months during the construction phase of the new building in the amount of \$65,415.00.

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

FISCAL IMPACT: **Cost – \$65,415.00**
Program or Department – Child Care
Is this a Restricted Program –No
Was this expenditure anticipated in the proposed budget? Yes
Will this Program or Department be over budget after this expenditure: No

RECOMMENDED: The superintendent recommends approval of the agreement between the Del Mar Union School District and Consulting & Inspection Services.

May 20, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item *10.12: Board Approval of Addendum to Pre Construction Agreement for Child Care Facility at Ocean Air School

On April 28, 2010 the Board approved an agreement between Barnhart Balfour Beatty and the Del Mar Union School District for pre-construction/design assist services for the new Child Care Facility/Classroom Building Project at Ocean Air School. The agreement is for an amount not to exceed \$10,000. Weekly meetings began on May 13 with DMUSD, Westberg + White, Consulting & Inspection Services and Barnhart Balfour Beatty representatives all in attendance. At the meeting on May 13 it was determined that an addendum to the original pre-construction agreement in the amount of \$3,000.00 would be necessary to complete DSA approvals and design on the required fire sprinkler system. This was originally planned to take place during the construction phase and not included in the estimated amount for pre-construction services. But in order to stay on the projected, accelerated schedule; it recommended to move the process from the construction stage to the pre-construction stage.

The addendum to the pre-construction agreement is available for review at the Del Mar Union School District Office.

FISCAL IMPACT: Cost – Board approved agreement is for \$10,000 and the addendum for \$3,000 will bring the total agreement to \$13,000

Program or Department - Child Care

Is this a Restricted Program – No

Was this expenditure anticipated in the adopted budget? Yes

Will this Program or Department be over budget after this expenditure: No.

RECOMMENDED: The superintendent recommends Board approval of the addendum to the approved pre-construction agreement for the child care facility at Ocean Air School.

May 17, 2010

To: Board Members

From: Randy Wheaton, Director of Maintenance & Operations

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.13: Update on LLB Pre Construction Agreement for Child Care Facility at Ocean Air School

District staff researched projected construction methods and timelines for the successful completion of the construction of a new Child Care Facility/Classroom at Ocean Air School. During that preparation time, the Lease-Lease Back construction delivery method as described met the needs of the District and the project timeline. Additional information (provided by Best Best & Krieger) about the Lease-Lease Back construction delivery method is attached for review.

District staff recommended the Lease-Lease Back construction delivery method to the Board and requested authorization to advertise for Statements of Qualifications for construction management companies. District staff received statements from two companies and scheduled an interview with each company. The Statement of Qualifications did not include proposed pricing, but rather company information including qualifications and experience, proposed methods for accomplishing the scope of work, past performance record, and job safety. The purpose of the Statement of Qualifications was to determine which construction management team would work best with the District in striving to meet construction goals.

The interview panel included district, architect and construction inspection representatives. The panel used ten predetermined questions to evaluate each applicant and the decision was made to recommend award of the construction management contract to Barnhart Balfour Beatty. The Board approved the pre-construction/design assist services contract at a not to exceed \$10,000 amount.

Services began once the contract was approved and signed. Weekly meetings with district, architect, inspection and construction representatives started on May 13. At that time it was determined that an addendum to the original pre-construction agreement in the amount of \$3,000.00 would be necessary to complete DSA approvals and design on the required fire sprinkler system. This was originally planned to take place during the construction phase and not included in the estimated amount for pre-construction services. But in order to stay on the

projected, accelerated schedule; it was recommended to move this approval process from the construction stage to the pre-construction stage. Barnhart currently has three proposals to review for a design/build sprinkler system and will present the 'best and final' cost to the District. The addendum to the contract is presented in agenda item *10.12 on this board agenda.

Barnhart Balfour Beatty continues to work with Randy Wheaton, Director of Maintenance & Operations and Frisco White from Westberg + White on the construction plans and timeline. Barnhart will be using the existing child care classroom building as the construction office over the summer and will coordinate with Mr. Wheaton on phone and internet connections, key and alarm arrangements, and final clean up at the close of the project.

The bid date for subcontractors has been set for June 2, 2010 in anticipation of presentation of the Guaranteed Maximum Price at the June 9, 2010 meeting. It is also anticipated that the Construction Agreement, Lease and Sub Lease will be presented for board approval on June 9, 2010. This schedule will allow for the successful completion of the project before students return to school on August 30, 2010.

FISCAL IMPACT: **Cost** – Projected to be available on June 9, 2010 for approval.
 Program or Department – Child Care
 Was this expenditure anticipated in the adopted budget? Yes
 Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: For information only. No action required.

BEST BEST & KRIEGER

ATTORNEYS AT LAW

BY: PAULA C. P. DE SOUSA

LEASE-LEASE BACK

The Lease-Lease Back construction delivery method is authorized by the provisions of Education Code section 17406. Education Code section 17406, as described in more detail below, provides an alternative to the traditional design-bid-build construction method whereby a school district awards 1) a contract for the design work to an architect and awards 2) a separate contract to the lowest responsible bidder for the construction pursuant to the provisions of Public Contract Code section 20111.

Education Code section 17406 allows the governing board of a school district, without advertising for bids, to let

for a minimum rental of one dollar (\$1) a year, to any person, firm, or corporation any real property that belongs to the district if the instrument by which such property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term thereof, and provides that title to that building shall vest in the school district at the expiration of that term.

Section 17406 permits a school district to lease its property to the "person, firm, or corporation" which will build (or make improvements to) a building or buildings on the district owned property (the "Contractor"). Lease-Lease Back contract documents consist of the following:

1. A lease of the district property by the district to the contractor. The rent due under the lease can be as little as \$1.00 per year.
2. A sublease of the district property by the contractor to the school district. The sublease provides for periodic sublease payments from the school district. The total sublease payments due under the sublease equals the total construction cost of the project.
3. A construction services agreement between the district and the contractor. The construction services agreement provides the terms for the construction of the project, such as the requirement for compliance with state labor laws, the completion date of the project, as well as other state requirements.

Lease-Lease Back projects can also include a pre-negotiated cost of the construction project, also known as a "guaranteed maximum price" or "GMP." The GMP is typically set initially as a "Preliminary GMP" which is finalized by amendment to the Lease-Lease Back contract documents establishing the "Final GMP," after the Contractor receives bids on any subcontracted portions of the Project.

BEST BEST & KRIEGER

ATTORNEYS AT LAW

BY: PAULA C. P. DE SOUSA

If the district will use bond funds, in whole or in part, to finance the project, the we generally recommend obtaining a judicial validation of the contract documents with respect to the district's use of bond funds. A validation action is initiated by filing a complaint in Superior Court and by publishing and posting an appropriate notice of the complaint. The complaint asks all those interested in the Lease-Lease Back Project to file an answer to the complaint, thus challenging the district's legal authority to undertake the proposed transaction. If there are no answers filed to the complaint within 31 days of filing, which is typical, the district is able to obtain a default judgment declaring the proposed transaction "validated." Upon receipt of the default judgment, applicable statutes permit 30 days for the filing of any appeal to the judgment. If no appeals are filed in this 30-day period, the transaction can proceed without certain risks associated with future legal challenge. This entire validation process takes approximately 90-120 days, and is initiated once the Lease-Lease Back documents are executed.

School districts that have used Lease-Lease Back as a construction delivery method have provided the following reasons for its use:¹

- **Guaranteed Price**—The district is able to negotiate a fixed price for the lease and, if necessary, the purchase price of the project. Unanticipated costs [other than costs associated with district initiated changes or design problems] are the responsibility of the contractor, not the school district.
- **Team Approach**—Districts have expressed the opinion that Lease-Lease Back allows a team approach to the construction of school facilities. The district, contractor and architect all have an interest in a project completed on time and within budget.
- **Known Contractor**—Contractors can be selected on the basis of their record of success, recommendations from previous clients and financial strength.
- **Value Engineering Opportunities**—Contractors are encouraged to provide value-engineering ideas that benefit the district.
- **Avoids Competitive Bidding Problems**—Many districts consider the traditional competitive bidding process to be problematic. The process leaves them with little control over the selection of the contractor for the project, and places them in jeopardy, in terms of time and money, if the contractor selected is unwilling or unable to perform the construction as planned. Lease-Lease Back provides the district with the opportunity to select the contractor based on factors other than price alone.

¹ The following is information generally set forth in the Staff Report for the State Allocation Board Implementation Committee meeting of June 6, 2003.

May 19, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.14: First Reading, 2010/2011 Proposed Budget

Assumptions used to build the 2010-2011 Proposed Budget are not consistent with prior year assumptions. Historical trends will not apply to the 2010-2011 fiscal year.

General Fund:

The following is a first read of the Del Mar Union School District 2010-2011 General Fund Budget. The figures are preliminary. Included in this narrative are the assumptions used in the calculations. Assumptions will change, as information is available at the Governor's level. In addition, any program changes will be incorporated in future versions. Please review attached spreadsheets for detailed information.

Property tax revenue estimates have been received for 2010/2011. 100% of the April 15, 2010 2010/2011 estimate or \$32,458,801 is currently budgeted in the financial system for 2010/2011. The 2010/2011 estimated amount is .80% higher than the 2009/2010 revised budget and is 2% lower than the 2009/2010 estimate dated April 15, 2010. Please see J29-B attached.

Federal Revenues that remain for 2010/2011 are restricted for Special Education. Any unspent American Revenue Recovery Act (ARRA) Federal Stimulus funds will be carried to the 2010/2011 fiscal year as a legally restricted ending balance.

State categorical programs are projected at a .38% reduction which is using the current data from Sacramento. The total funding allocated to DMUSD is \$3,782,491. The District's Tier III categorical will be applied to the "Fair Share" for the 2010/2011 fiscal year. The "Fair Share" calculation is \$1,472,941. The remaining categorical funding of \$2,309,550 is restricted and will support restricted programs and Class Size Reduction.

Local donations from the Del Mar Schools Education Foundation for the 2010/2011 school year to support ESC teachers totaled \$1,260,000. Other local donations include the Special Education funding from the North Coastal Consortium for Special Education.

Certificated staffing FTE remain at 224 for both ESC and regular classroom teachers. If the enrollment increases, as it is predicted in the DecisionInsite report, an additional 6 classroom teachers may be necessary. The additional classroom teachers will also generate additional district paid ESC teachers to cover prep time. These additional teachers are not included in the budget and there are no classified employee staffing changes.

Supply budgets for school sites and departments have been individually reduced by a minimum of 10%.

Two expenditure increases have been included. One is to hire Strategic Management consultants and the second will be to have a Facilities Master Plan compiled. Site and department supply budgets have been reduced by 10% for the third year in a row.

Current revenue per child is \$9,309

Current expenditure per child is \$9,910

Current spending per child out of Reserves is \$601

Above amounts were calculated using 4,183 as estimated enrollment

The District will be adopting the 2010/2011 Proposed Budget at the June 23, 2010 Regular Board meeting.

FISCAL IMPACT: Cost – Total Revenues of \$38,940,472. Total Expenditures of \$41,455,998. Deficit spending of \$2,515,526.

Program or Department – Combined General Fund

Is this a Restricted Program? Restricted and Unrestricted funds included.

Was this expenditure anticipated in the adopted budget? Adopted budget will occur on June 23, 2010.

Will this Program or Department be over budget after this expenditure? General Fund will be deficit spending.

RECOMMENDED: For information only. No action required.

**Del Mar Union School District
2010-2011 Budget Process
General Fund - Unrestricted
May 19, 2010**

	2009-2010 Second Interim	2010-2011 First Read	2010-2011 Second Read	2010-2011 Adopted Budget	Change from Second Interim	
Revenues						
Revenue Limit Sources*	\$ 31,936,826	\$ 32,222,870			\$ 286,044	Revised estimate from Assessor's Office
Federal Revenue	-	-			0	No Change
Other State Revenue	2,833,313	2,015,931			(817,382)	Increase in "Fair Share" and reduced funding
Other Local Revenue	2,159,136	1,731,000			(428,136)	Site fundraising will be budgeted when received
Total Revenues	\$ 36,929,275	\$ 35,969,801	\$ -	\$ -	\$ (959,474)	
Expenditures						
Certificated Salaries	\$ 19,152,994	\$ 19,528,539			\$ 375,545	Step and Column
Classified Salaries	3,291,542	3,479,824			188,282	Step and Column
Employee Benefits	5,055,785	5,212,237			156,452	Step and Column
Books and Supplies	2,105,650	1,721,943			(383,707)	Reduced budget allocations
Services and Other Operating	2,563,987	2,448,780			(115,207)	Reduced budget allocations
Capital Outlay	256,318	256,318			0	
Other Outgo	23,674	23,674			0	
Transfers of Indirect/Direct Support	(22,121)	(22,121)			0	
Total Expenditures	\$ 32,427,829	\$ 32,649,194	\$ -	\$ -	\$ 221,365	
Excess (Deficiency) Revenues and Expenditures	\$ 4,501,446	\$ 3,320,607	\$ -	\$ -	\$ (3,320,607)	
Other Financing Sources and Uses						
Transfers In					\$ -	
Transfers Out					0	
Contributions	(5,008,226)	(5,836,133)			5,836,133	
Other Financing Sources and Uses	\$ (5,008,226)	\$ (5,836,133)	\$ -	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (506,780)	\$ (2,515,526)	\$ -	\$ -	\$ -	
Beginning Fund Balance	\$ 12,192,980	\$ 11,686,200	\$ 11,686,200	\$ 11,686,200		
Ending Fund Balance**	\$ 11,686,200	\$ 9,170,674	\$ 11,686,200	\$ 11,686,200		

**Del Mar Union School District
2010-2011 Budget Process
General Fund - Restricted
May 19, 2010**

	2009-2010	2010-2011	2010-2011	2010-2011	Change from	
Revenues	Second Interim	First Read	Second Read	Adopted Budget	Second Interim	
Revenue Limit Sources*	\$ 365,458	\$ 365,458			\$ -	No change
Federal Revenue	1,871,504.00	838,366			(1,033,138)	No ARRA funding in 2010-2011
Other State Revenue	291,278	293,619			2,341	Adjusted funding
Other Local Revenue	1,473,570	1,473,228			(342)	Adjusted funding
Total Revenues	\$ 4,001,810	\$ 2,970,671	\$ -	\$ -	\$ (1,031,139)	
Expenditures						
Certificated Salaries	\$ 2,864,331	\$ 2,604,212			\$ (260,119)	No ARRA SFSF teacher salaries
Classified Salaries	2,366,196	2,665,988			299,792	Adjusted staffing
Employee Benefits	974,411	1,091,288			116,877	Budget adjustments
Books and Supplies	765,616	418,322			(347,294)	Carryover not budgeted
Services and Other Operating	2,326,315	1,938,819			(387,496)	Carryover not budgeted
Capital Outlay	0	0			0	No change
Other Outgo	88,175	88,175			0	No change
Transfers of Indirect/Direct Support		-			0	No change
Total Expenditures	\$ 9,385,044	\$ 8,806,804	\$ -	\$ -	\$ (578,240)	
Excess (Deficiency) Revenues and Expenditures	\$ (5,383,234)	\$ (5,836,133)	\$ -	\$ -	\$ 5,836,133	
Other Financing Sources and Uses						
Transfers In	\$ -		\$ -	\$ -	\$ -	
Transfers Out					0	
Contributions	5,008,226	5,836,133			827,907	Increase in contribution
Other Financing Sources and Uses	\$ 5,008,226	\$ 5,836,133	\$ -	\$ -	\$ (5,836,133)	
Net Increase (Decrease) In Fund Balance	\$ (375,008)	\$ -	\$ -	\$ -	\$ -	
Beginning Fund Balance	\$ 465,000	\$ 89,992	\$ 89,992	\$ -		
Ending Fund Balance**	\$ 89,992	\$ 89,992	\$ 89,992	\$ -		

**Del Mar Union School District
2010-2011 Budget Process
General Fund - Combined
May 19, 2010**

	2009-2010	2010-2011	2010-2011	2010-2011	Change from
	Second Interim	First Read	Second Read	Adopted Budget	Second Interim
Revenues					
Revenue Limit Sources*	\$ 32,302,284	\$ 32,588,328	\$ -	\$ -	\$ 286,044
Federal Revenue	1,871,504.00	838,366.00	-	-	(1,033,138)
Other State Revenue	3,124,591.00	2,309,550.00	-	-	(815,041)
Other Local Revenue	3,632,706.00	3,204,228.00	-	-	(428,478)
Total Revenues	\$ 40,931,085	\$ 38,940,472	\$ -	\$ -	\$ (1,990,613)
Expenditures					
Certificated Salaries	\$ 22,017,325	\$ 22,132,751	\$ -	\$ -	\$ 115,426
Classified Salaries	5,657,738.00	6,145,812.00	-	-	488,074
Employee Benefits	6,030,196.00	6,303,525.00	-	-	273,329
Books and Supplies	2,871,266.00	2,140,265.00	-	-	(731,001)
Services and Other Operating	4,890,302.00	4,387,599.00	-	-	(502,703)
Capital Outlay	256,318.00	256,318.00	-	-	0
Other Outgo	111,849.00	111,849.00	-	-	0
Transfers of Indirect/Direct Support	(22,121.00)	(22,121.00)	-	-	0
Total Expenditures	\$ 41,812,873	\$ 41,455,998	\$ -	\$ -	\$ (356,875)
Excess (Deficiency) Revenues and Expenditures	\$ (881,788)	\$ (2,515,526)	\$ -	\$ -	\$ 2,515,526
Other Financing Sources and Uses					
Transfers In	\$ -	\$ -	-	-	\$ -
Transfers Out	\$ -	\$ -	\$ -	\$ -	0
Contributions	\$ -	\$ -	-	-	0
Other Financing Sources and Uses	\$ -	\$ -	\$ -	\$ -	\$ -
Net Increase (Decrease) In Fund Balance	\$ (881,788)	\$ (2,515,526)	\$ -	\$ -	\$ (1,633,738)
Beginning Fund Balance	\$ 12,657,980	\$ 11,776,192	\$ 11,776,192	\$ 11,686,200	
Ending Fund Balance**	\$ 11,776,192	\$ 9,260,666	\$ 11,776,192	\$ 11,686,200	

* 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

The FISCAL REPORT *an informational update*

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Volume 30

For Publication Date: May 21, 2010

No. 10

May Revision Shows No Gain But No New Pain for Education

Introduction

The Governor's May Revision of his January Budget Proposals has just been released. The news is both good and bad for public education. First, the overall tenor of the revision reflects the continued negative economic trends facing California and the nation. The hoped-for improvement in state revenues has not yet materialized. As a result, our assertion that a good May Revision would be one that contained no more cuts to public education has unfortunately turned out to be correct.

The May Revision includes cuts to Proposition 98 for child care and backfills some of these cuts using one-time dollars. Additionally, as we have advised districts, the \$1.5 billion cut to education that was proposed in January remains; however, it is no longer targeted to administration. So those districts that have followed our advice (i.e., plan to take the cut wherever it works for you) will be in good stead. Along similar lines, the Governor proposes to modify the reduction to county offices of education to be comparable to the cuts proposed for school districts and also to provide local authority to apply reductions.

Returning to the revenue situation for a moment, there is a subtlety in the revenue receipts that we think is very important. In forecasting state revenues, in most months, collections primarily comprise of current-year revenues, reflecting the current state of the economy. But April is different; April reflects the tax returns filed for the prior year and therefore the April collections are more reflective of prior-year conditions than of current-year economic conditions. The months prior to April were slightly ahead of the state's very low forecasts, April was much lower and wiped out the gains. We think it is likely that the revenues for May and beyond will be more positive than the pitiful April results might signal.

The May Revision

Proposition 98

The May Revision proposes funding K-14 education at the minimum funding guarantee, which follows the January Governor's Budget in concept, but not in actual funding level for 2010-11. Based on revisions of revenue for 2008-09, 2009-10, and 2010-11, the minimum Proposition 98 funding guarantee is anticipated to be lower in each year, but the Governor does not propose current-year reductions, maintaining K-14 funding under Proposition 98 at \$49.9 billion in 2009-10. However, the May Revision proposal is to cut funding from the \$50 billion proposed in January to \$48.4 billion for 2010-11. The \$1.6 billion in reductions made without increasing the January level of proposed cuts, is achieved through a combination of cuts to child care and accounting swaps.

Another factor worth noting is that the level of property tax revenue attributable to Proposition 98 is projected to drop significantly in the current and budget year, which the May Revision estimates will require the state General Fund to backfill by \$225 million in 2009-10 and \$447.5 million in 2010-11. In addition, the May Revision includes \$878 million to replace shifts from Redevelopment Agencies property tax pass throughs, which brings the total state General Fund impact for 2009-10 to \$1.1 billion.

Child care is proposed to bear the brunt of the burden with a proposed \$1.2 billion cut in support for state

funding for need-based, subsidized child care. This would result in a loss of funding that subsidizes approximately 142,000 children. The Governor expects that more than half of these children could be served through federally funded programs.

A small part of the reduced Proposition 98 spending comes from recapturing the difference between the January projected -0.38% cost-of-living adjustment (COLA) and the final statutory -0.39% COLA. This results in approximately \$4.1 million in savings to the state. Most of the remaining reduction is accounted for by a shift from ongoing Proposition 98 funding to reappropriation of prior year funding to pay for \$321.7 million for Economic Impact Aid (EIA). Since there are no proposals to adjust EIA funding levels on an ongoing basis, this creates an equivalent funding gap for 2011-12 to backfill the one-time funding provided in 2010-11.

Other K-12 Education Details

The May Revision also includes a few changes that have both policy and funding implications. These include proposing that the writing component of the fourth grade English/Language Arts California Standards Test and California Modified Assessments be restored and moving forward with the development of a longitudinal academic growth model. Both changes are expected to be made without additional cost. There is \$3.7 million proposed for local educational agencies (LEAs) to partner with the state to develop item banks for local student assessments to help with the state's implementation of a longitudinal growth model. The May Revision also proposes to eliminate the Alternative Schools Accountability Model, for a projected savings of \$775,000.

California Community Colleges

The May Revision does not propose any Proposition 98 funding changes that would affect community colleges, but it does include several funding adjustments for non-Proposition 98 funding. These include:

- An increase of \$727,000 in 2010-11 and \$249,000 in 2009-10 from federal funds for the Solar Training Collaborative
- An increase of \$226,000 in reimbursements for the Energy Sustainability program funded by the California Energy Commission
- An increase of \$4.4 million in 2009-10 for reimbursements from the Workforces Investment Act to further incentives for sustaining recent enrollment increases in nursing courses and increasing enrollment in allied health-related training programs
- An increase of \$3 million projected from Lottery revenue in 2010-11 and \$2.2 million in 2009-10
- A decrease of \$6 million in Temporary Assistance for Needy Families (TANF) reimbursement to community colleges for the Special Services for the California Work Opportunities and Responsibility to Kids (CalWORKs) local assistance program due to the proposed elimination of CalWORKs

The Rest of the Budget

Holding K-14 education to nearly the January Budget level comes at a price to other parts of the State Budget—particularly to health and social service programs. To make up for lower-than-proposed state and federal revenues and savings that did not materialize, the Governor proposes an additional \$800 million in cuts from the January Budget, plus various shifts in funding and replacement proposals. Among the major new proposed cuts is a reduction of \$750 million from Medi-Cal. In addition, the Governor makes good on his threat to eliminate the CalWORKs program.

There are also several replacement proposals, including \$637 million from In-Home Supportive Services, and \$602 million from the Food Stamp and Child Welfare Services programs by shifting county mental health realignment funding to county social services programs. The effect of the switch is to reduce county mental health services to only those that are mandated. Among the health and human service reductions of interest to LEAs is a proposed reduction of \$52 million to fund necessary mental health services to children with disabilities.

The Governor also proposes a \$446 million decrease for state employee compensation from a one-day-per-month personal leave program. Expenditures for Corrections and Rehabilitation increase by \$112 million in 2010-11 and Higher Education Non-Proposition 98 programs increase by \$35.6 million in the budget year.

There are no tax increases included in the proposal.

Closing Thoughts

In summary, this May Revision is less positive than we hoped, but about what we have projected for public education based upon the Governor's January Budget Proposal and the subsequent events. But while the Governor's May Revision is a very significant event, the Budget crisis is far from over.

The Legislature is likely to be singularly unenthusiastic about the level of Budget reductions the Governor recommends in noneducation areas. And in the short term, it is unlikely that a huge positive surprise will serve as a "silver bullet" and rescue the Legislature from the need to accept dramatic program reductions. Alternatively, the potential for a negative surprise, in our opinion, still looms large.

The recent volatility in both the U.S. and international financial markets, increased threats of terrorism, the nuclear issues regarding Iran and North Korea, and recent natural disasters all offer the potential for negative impacts. Unemployment is high and shows no signs of abating any time soon. At the same time, we do not see anything of similar magnitude on the positive side that could arise as quickly as any of these negative events might develop.

California is still in the unenviable position of having a tax structure that relies heavily on the top 1% of taxpayers for half the state's revenues. That isn't going to change anytime soon. As a result, we find we have a paradox: the best way to help our poorest citizens is to help our richest citizens—the ones who pay the bills. Not so popular, but true. We need to stimulate business and create jobs by using tax incentives and other "business friendly" incentives.

We hope California will use the challenges provided by today's problems to set a roadmap for a better future—a future that includes job growth, expansion of business and economic opportunities, and an education system that is once again world class. A well-educated workforce has always been one of our national treasures, and the sooner we can renew our commitment to public education as a top state and national priority, the sooner we will see the economic activity needed to grow our way out of the problem.

We will have details on all of the topics discussed here and much, much more in our May Revision workshops beginning on May 20th. We hope to see you all there.

—SSC Staff

posted 05/14/2010

2010 SSC School District and County Office Financial Projection Dartboard Governor's 2010-11 Budget Proposal

This version of SSC's Financial Projection Dartboard is based on the Governor's 2010-11 State Budget proposal. We have updated the COLA, CPI, and ten-year T-bill factors per the latest economic forecasts, and this resulted in changes to virtually every factor for 2009-10 and thereafter. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are, at best, general guidelines.

Factor	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Statutory COLA (use for K-12 and COE Revenue Limits)	4.25%	-0.38%	1.80% ¹	2.40%	2.80%	3.10%
Revenue Limit Deficits:						
Eliminates COLA	.90785	.90785	.90785	.90785	.90785	.90785
Further RL Cut	.89932	.89932	.89932	.89932	.89932	.89932
Total Deficit %	18.355%	18.355%	18.355%	18.355%	18.355%	18.355%
Net Revenue Limit Change: K-12	-7.64%	-0.38%	1.80%	2.40%	2.80%	3.10%
Revenue Limit Deficits—COEs:						
Eliminates COLA	.90785	.90785	.90785	.90785	.90785	.90785
Further RL Cut	.89639	.89639	.89639	.89639	.89639	.89639
Total Deficit %	18.621%	18.621%	18.621%	18.621%	18.621%	18.621%
Net Revenue Limit Change: COEs	-7.95%	-0.38%	1.80%	2.40%	2.80%	3.10%
Other Revenue Limit Adjustments	-\$252.83 ² per ADA	-\$191 Elem ³ -\$231 High ³ -\$201 Unified ³ per ADA	-\$191 Elem -\$231 High -\$201 Unified per ADA	-\$191 Elem -\$231 High -\$201 Unified per ADA	-\$191 Elem -\$231 High -\$201 Unified per ADA	-\$191 Elem -\$231 High -\$201 Unified per ADA
Special Education COLA (on state and local share only)	0.00%	-0.38%	1.80%	2.40%	2.80%	3.10%
State Categorical Funding (including adult education and ROC/P) ⁴						
Tier I	0.00%	N/A ⁴	1.80%	2.40%	2.80%	3.10%
Tier II	-4.46%	-0.38%	1.80%	2.40%	2.80%	3.10%
Tier III	-4.46%	-0.38%	1.80%	2.40%	2.80%	3.10%
California CPI	0.80%	2.00%	2.60%	2.90%	3.20%	3.40%
California Lottery	Base	\$110.00	\$110.00	\$110.00	\$110.00	\$110.00
	Proposition 20	\$13.00	\$13.00	\$13.00	\$13.00	\$13.00
Interest Rate for Ten-Year Treasuries	3.50%	3.90%	4.30%	4.70%	5.00%	5.20%

ESTIMATED STATEWIDE AVERAGE BASE REVENUE LIMITS PER ADA "UNDEFICITED"			
Year	Elementary	High School	Unified
2009-10 Statewide Average (est.)	\$6,132	\$7,369	\$6,411
2010-11 Inflation Increase @ -0.38% COLA	-\$23	-\$28	-\$24
2010-11 Statewide Average (est.)	\$6,109	\$7,341	\$6,387

2010-11 BUDGET ACT ESTIMATED CHARTER SCHOOL RATES				
	K-3	4-6	7-8	9-12
General Purpose Block Grant (will change at each apportionment)	\$4,983 - \$191 ³	\$5,058 - \$191 ³	\$5,203 - \$191 ³	\$6,040 - \$231 ³
Categorical Block Grant (est.) ⁵	\$399	\$399	\$399	\$399
Total	\$5,191	\$5,266	\$5,411	\$6,208

¹ While a positive statutory COLA is projected for 2011-12, the state's ability to fund it is suspect. Districts should have a contingency plan if the state decides not to fund this COLA percentage.

² The 2009 Budget Revision did not include the 11.428% deficit for 2008-09, which was proposed in the May Revision. Instead, the Budget Revision requires school districts, COEs, and charter schools to reduce revenue limits by \$252.83 per ADA on a one-time basis in 2009-10.

³ The Governor's Budget proposes an ongoing revenue limit adjustment of \$191 for elementary, \$231 for high school, and \$201 for unified revenue limits tied to reductions to school district administration, and contracting out. \$45 million reduction to COEs to be determined.

⁴ The categorical cut percentages are based on the amount of cuts from prior-year funding. In 2010-11, Tier I programs have various funding rates.

⁵ The Charter School Categorical Block Grant rates do not include Economic Impact Aid funding, which is provided separately.

2009-10 P-2 Estimated Property Taxes
J29-B
As of April 15, 2010

ELEMENTARY DISTRICTS	Secured Taxes	Unsecured Taxes	Homeowners' Exemptions	Prior Years' Taxes	Supplemental Taxes	ERAF Taxes	Subtotal	Community Redevelopment Funds	SERAF Funds	Grand Total
	8041	8042	8021	8043	8044	8045		8047	8046	
Alpine Union	3,935,371	146,957	39,898	(2,061)	63,134	(349,271)	3,834,028	0	0	3,834,028
Bonsall Union	4,670,688	175,070	47,449	(2,534)	53,961	(415,279)	4,529,355	0	0	4,529,355
Cajon Valley Union	22,860,674	916,488	248,704	(13,016)	487,673	(2,176,978)	22,323,545	2,901	1,741,784	24,068,230
Cardiff	5,186,694	193,441	52,656	(2,588)	0	0	5,430,203	0	0	5,430,203
Chula Vista Elementary	69,233,449	2,659,810	717,473	(40,310)	775,962	(6,277,090)	67,069,294	149,085	1,353,369	68,571,748
Dehesa	691,187	25,814	7,009	(361)	24,618	(61,356)	686,911	0	0	686,911
Del Mar Union	31,743,794	1,186,897	323,376	(15,630)	0	0	33,238,437	0	0	33,238,437
Encinitas Union	31,824,981	1,188,072	323,189	(16,105)	0	0	33,320,117	0	0	33,320,117
Escondido Union	19,604,501	1,177,442	318,540	(17,029)	550,454	(2,787,834)	18,846,074	1,067	11,931,219	30,778,360
Fallbrook Union Elementary	15,663,165	347,414	88,359	(2,903)	159,787	(773,927)	15,481,895	0	0	15,481,895
Jamul-Dulzura Union	2,552,745	94,600	25,674	(1,330)	39,160	(224,747)	2,486,102	0	0	2,486,102
Julian Union	1,592,580	58,668	15,928	(802)	63,452	(139,459)	1,590,367	0	0	1,590,367
La Mesa-Spring Valley	20,464,890	822,778	223,151	(11,726)	371,042	(1,953,253)	19,916,882	123	1,615,095	21,532,100
Lakeside Union	6,912,553	258,977	70,285	(3,644)	121,127	(615,311)	6,743,987	0	70,035	6,814,022
Lemon Grove	2,829,769	156,570	42,352	(2,335)	114,087	(370,783)	2,769,660	0	1,365,844	4,135,504
National	3,287,983	156,804	42,606	(2,156)	169,850	(373,022)	3,282,065	26,217	976,093	4,284,375
Rancho Santa Fe	7,834,447	293,045	79,707	(3,935)	0	0	8,203,264	0	0	8,203,264
San Pasqual Union	1,059,615	39,660	10,764	(559)	17,079	(94,221)	1,032,338	0	0	1,032,338
San Ysidro	12,944,337	560,539	146,491	(7,107)	146,395	(1,282,900)	12,507,755	0	1,462,960	13,970,715
Santee	8,194,379	397,713	99,179	(4,685)	179,465	(868,364)	7,997,687	144,871	1,512,135	9,654,693
Solana Beach	27,309,106	1,021,483	278,038	(13,685)	0	0	28,594,942	16,319	38,654	28,649,915
South Bay Union	7,305,779	287,344	77,929	(4,129)	232,732	(682,059)	7,217,596	204,082	433,640	7,855,318
Spencer Valley	163,612	6,160	1,672	(86)	39,492	(14,635)	196,215	0	0	196,215
Vallecitos	674,324	24,704	6,707	(344)	9,394	(58,709)	656,076	0	0	656,076
Elementary Totals	308,540,623	12,196,450	3,287,116	(169,060)	3,618,864	(19,519,198)	307,954,795	544,665	22,500,828	331,000,288

2010-11 Estimated Property Taxes

As of April 15, 2010

ELEMENTARY DISTRICTS	Secured Taxes	Unsecured Taxes	Homeowners' Exemptions	Supplemental Taxes	ERAF Taxes	Subtotal	Community Redevelopment Funds	Grand Total
	8041	8042	8021	8044	8045		8047	
Alpine Union	3,833,838	146,957	38,869	58,821	(340,789)	3,737,696	0	3,737,696
Bonsall Union	4,550,184	175,070	46,225	53,290	(405,044)	4,419,725	0	4,419,725
Cajon Valley Union	23,967,715	916,488	242,287	477,201	(2,125,102)	23,478,589	2,901	23,481,490
Cardiff	5,106,300	193,441	51,840	0	0	5,351,581	0	5,351,581
Chula Vista Elementary	68,765,678	2,659,810	698,962	780,014	(6,122,154)	66,782,310	149,085	66,931,395
Dehesa	673,354	25,814	6,828	24,494	(59,993)	670,497	0	670,497
Del Mar Union	30,956,548	1,186,897	315,356	0	0	32,458,801	0	32,458,801
Encinitas Union	31,121,649	1,188,072	316,027	0	0	32,625,748	0	32,625,748
Escondido Union	30,722,098	1,177,442	310,322	550,618	(2,720,859)	30,039,621	1,067	30,040,688
Fallbrook Union Elementary	15,259,055	347,414	86,079	159,050	(755,390)	15,096,208	0	15,096,208
Jamul-Dulzura Union	2,486,884	94,600	25,012	38,443	(219,294)	2,425,645	0	2,425,645
Julian Union	1,551,491	58,668	15,517	66,264	(136,457)	1,555,483	0	1,555,483
La Mesa-Spring Valley	21,510,321	822,778	217,394	360,220	(1,906,098)	21,004,615	123	21,004,738
Lakeside Union	6,802,437	258,977	68,472	129,306	(600,598)	6,658,594	0	6,658,594
Lemon Grove	4,087,366	156,570	41,259	109,732	(362,204)	4,032,723	0	4,032,723
National	4,154,063	156,804	41,507	166,503	(364,895)	4,153,982	26,217	4,180,199
Rancho Santa Fe	7,632,318	293,045	77,651	0	0	8,003,014	0	8,003,014
San Pasqual Union	1,032,277	39,660	10,486	16,127	(91,935)	1,006,615	0	1,006,615
San Ysidro	14,035,589	560,539	142,712	137,351	(1,251,036)	13,625,155	0	13,625,155
Santee	9,456,086	397,713	96,620	182,539	(847,602)	9,285,356	144,871	9,430,227
Solana Beach	26,669,536	1,021,483	271,143	0	0	27,962,162	16,319	27,978,481
South Bay Union	7,539,742	287,344	75,918	224,487	(666,480)	7,461,011	204,082	7,665,093
Spencer Valley	159,391	6,160	1,629	54,721	(14,749)	207,152	0	207,152
Vallecitos	656,926	24,704	6,534	9,852	(57,283)	640,733	0	640,733
Elementary Totals	322,730,846	12,196,450	3,204,649	3,599,033	(19,047,962)	322,683,016	544,665	323,227,681

[REVINQ] District 011

Revenue Accounts Budget Inquiry

[Help](#)

Function MAJOR

5/19/2010 10:29:21 AM

[PDFLST](#) [DNLOAD](#)

Year 1011

Budget Working

Fund-Sub 03 00

☐ Show combined total of Funds 03 and 06

☐ Show All Funds

	Res-Sub	Goal	Objt-Sub	Pj Yr
From			8000	
To			8999 999	

Display

☐ Fund
 ☐ Resource
 ☐ Goal
 ☒ Object
 ☐ Project

By:

Year

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	8000-8099	\$32,222,870	\$0.00	\$0.00	\$32,222,870.00	100.0
2	8100-8299	\$0	\$0.00	\$0.00	\$0.00	
3	8300-8599	\$2,015,931	\$0.00	\$0.00	\$2,015,931.00	100.0
4	8600-8799	\$1,731,000	\$0.00	\$0.00	\$1,731,000.00	100.0
5	8800-8998	(\$5,836,133)	\$0.00	\$0.00	(\$5,836,133.00)	
6	8999	\$0	\$0.00	\$0.00	\$0.00	
	TOTALS	\$30,133,668	\$0.00	\$0.00	\$30,133,668.00	100.0

- 1 REVENUE LIMIT
- 2 FEDERAL REVENUE
- 3 STATE REVENUE
- 4 LOCAL REVENUE
- 5 ALL OTHERS
- 6 SUSPENSE

[REVINQ] District 011

Revenue Accounts Budget Inquiry

Help

Function MAJOR

147

5/19/2010 10:30:33 AM

PDFLST DNLOAD

Year 1011

Budget Working

Fund-Sub 06 00

☐ Show combined total of Funds 03 and 06☐ Show All Funds

Res-Sub	Goal	Objt-Sub	PjYr
From		8000	
To		8999 999	

Display

By:

☐ Fund
☐ Resource
☐ Goal
☒ Object
☐ Project

Year

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	8000-8099	\$365,458	\$0.00	\$0.00	\$365,458.00	100.0
2	8100-8299	\$838,366	\$0.00	\$0.00	\$838,366.00	100.0
3	8300-8599	\$293,619	\$0.00	\$0.00	\$293,619.00	100.0
4	8600-8799	\$1,473,228	\$0.00	\$0.00	\$1,473,228.00	100.0
5	8800-8998	\$5,836,133	\$0.00	\$0.00	\$5,836,133.00	100.0
6	8999	\$0	\$0.00	\$0.00	\$0.00	
	TOTALS	\$8,806,804	\$0.00	\$0.00	\$8,806,804.00	100.0

1 REVENUE LIMIT 6 SUSPENSE
2 FEDERAL REVENUE
3 STATE REVENUE
4 LOCAL REVENUE
5 ALL OTHERS

[REVINQ] District 011

Revenue Accounts Budget Inquiry

[Help](#)

Function MAJOR

5/19/2010 10:29:41 AM

[PDFLST](#) [DNLOAD](#)

Year 1011

Budget Working

Fund-Sub

☒ Show combined total of Funds 03 and 06 ☐ Show All Funds

	Res-Sub	Goal	Objt-Sub	PjYr
From			8000	
To			8999 999	

Display

By:

☐ Fund
☐ Resource
☐ Goal
☒ Object
☐ Project

Year

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	8000-8099	\$32,588,328	\$0.00	\$0.00	\$32,588,328.00	100.0
2	8100-8299	\$838,366	\$0.00	\$0.00	\$838,366.00	100.0
3	8300-8599	\$2,309,550	\$0.00	\$0.00	\$2,309,550.00	100.0
4	8600-8799	\$3,204,228	\$0.00	\$0.00	\$3,204,228.00	100.0
5	8800-8998	\$0	\$0.00	\$0.00	\$0.00	
6	8999	\$0	\$0.00	\$0.00	\$0.00	
	TOTALS	\$38,940,472	\$0.00	\$0.00	\$38,940,472.00	100.0

1 REVENUE LIMIT
2 FEDERAL REVENUE
3 STATE REVENUE
4 LOCAL REVENUE
5 ALL OTHERS

6 SUSPENSE

[EXPINQ] District 011 Expenditure Accounts Budget Inquiry
 Function MAJOR
 PDFLST DNLOAD

149

5/19/2010 10:31:12 AM

Year 1011

Budget Working

Fund-Sub 03 00

☐ Show combined total of Funds 03 and 06
 ☐ Show All Funds

	Res-Sub	Goal	Func	Objt-Sub	Sch	PjYr	Respn
From				1000			
To				7999			

Display By:

☐ Fund
 ☐ Resource
 ☐ Goal
 ☒ Objt
 ☐ Func
 ☐ Sch
 ☐ Loc
 ☐ Cost Ctr
 ☐ PjYr

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	1000	\$19,528,539	\$0.00	\$0.00	\$19,528,539.00	100.0
2	2000	\$3,479,824	\$0.00	\$0.00	\$3,479,824.00	100.0
3	3000	\$5,212,237	\$0.00	\$0.00	\$5,212,237.00	100.0
4	4000	\$1,721,943	\$0.00	\$0.00	\$1,721,943.00	100.0
5	5000	\$2,448,780	\$0.00	\$0.00	\$2,448,780.00	100.0
6	6000	\$256,318	\$0.00	\$0.00	\$256,318.00	100.0
7	7000	\$1,553	\$0.00	\$0.00	\$1,553.00	100.0
	TOTALS	\$32,649,194	\$0.00	\$0.00	\$32,649,194.00	100.0

1 CERTIFICATED SALARIES
 2 CLASSIFIED SALARIES
 3 FRINGE BENEFITS
 4 BOOKS AND SUPPLIES
 5 CONTRACT, OTHER SERVICES, UTIL.

6 CAPITAL OUTLAY
 7 OTHER OUTGO

[EXPINQ] District 011 Expenditure Accounts Budget Inquiry
 Function MAJOR
 PDFLST DNLOAD

150

5/19/2010 10:31:21 AM

Year 1011

Budget Working

Fund-Sub 06 00

☐ Show combined total of Funds 03 and 06
 ☐ Show All Funds

	Res-Sub	Goal	Func	Objt-Sub	Sch	PjYr	Respn
From				1000			
To				7999			

Display By:

☐ Fund
 ☐ Resource
 ☐ Goal
 ☒ Objt
 ☐ Func
 ☐ Sch
 ☐ Loc
 ☐ Cost Ctr
 ☐ PjYr

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	1000	\$2,604,212	\$0.00	\$0.00	\$2,604,212.00	100.0
2	2000	\$2,665,988	\$0.00	\$0.00	\$2,665,988.00	100.0
3	3000	\$1,091,288	\$0.00	\$0.00	\$1,091,288.00	100.0
4	4000	\$418,322	\$0.00	\$0.00	\$418,322.00	100.0
5	5000	\$1,938,819	\$0.00	\$0.00	\$1,938,819.00	100.0
6	7000	\$88,175	\$0.00	\$0.00	\$88,175.00	100.0
	TOTALS	\$8,806,804	\$0.00	\$0.00	\$8,806,804.00	100.0

- | | | | |
|---|--------------------------------|---|-------------|
| 1 | CERTIFICATED SALARIES | 6 | OTHER OUTGO |
| 2 | CLASSIFIED SALARIES | | |
| 3 | FRINGE BENEFITS | | |
| 4 | BOOKS AND SUPPLIES | | |
| 5 | CONTRACT, OTHER SERVICES,UTIL. | | |

[EXPINQ] District 011 Expenditure Accounts Budget Inquiry**Help** **Function** MAJOR

5/19/2010 10:31:29 AM

PDFLST DNLOAD

Year 1011

Budget Working

Fund-Sub

☒ Show combined total of Funds 03 and 06 ☐ Show All Funds

	Res-Sub	Goal	Func	Objt-Sub	Sch	PjYr	Respn
From				1000			
To				7999			

Display By:

☐ Fund
☐ Resource
☐ Goal
☒ Objt
☐ Func
☐ Sch
☐ Loc
☐ Cost Ctr
☐ PjYr

1						
	Object	Budget	Accum Trans.	Encumbrances	Remaining Bal.	Rem%
1	1000	\$22,132,751	\$0.00	\$0.00	\$22,132,751.00	100.0
2	2000	\$6,145,812	\$0.00	\$0.00	\$6,145,812.00	100.0
3	3000	\$6,303,525	\$0.00	\$0.00	\$6,303,525.00	100.0
4	4000	\$2,140,265	\$0.00	\$0.00	\$2,140,265.00	100.0
5	5000	\$4,387,599	\$0.00	\$0.00	\$4,387,599.00	100.0
6	6000	\$256,318	\$0.00	\$0.00	\$256,318.00	100.0
7	7000	\$89,728	\$0.00	\$0.00	\$89,728.00	100.0
	TOTALS	\$41,455,998	\$0.00	\$0.00	\$41,455,998.00	100.0

1 CERTIFICATED SALARIES

6 CAPITAL OUTLAY

2 CLASSIFIED SALARIES

7 OTHER OUTGO

3 FRINGE BENEFITS

4 BOOKS AND SUPPLIES

5 CONTRACT, OTHER SERVICES, UTIL.

May 17, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.15: Approval of Temporary Loans from County Treasury within 2010-2011 Fiscal Year, Resolution No. 2010-11

For the past five years the Del Mar Union School District has participated in the pooled financing program through the issuance of Tax and Revenue Anticipation Note (TRAN). During the 2010-11 application process, it was determined by the underwriter that the district did not qualify to participate. This was due to an increase in cash flow from ARRA (American Recovery and Reinvestment Act of 2009) and delay in the "Fair Share" reduction.

Cash shortfalls arise historically during the month of October and November due to the timing of cash receipts from property taxes which are received mid December. It is not anticipated at this time the district will experience a shortfall in October and November 2010. There is another option available should a shortfall occur. The District may request a temporary loan from the County Treasury up to 85% of estimated taxes to be accrued for fiscal year 2010-2011. The district will be charged interest on the temporary transfer at the going county pool rate. In order to have the ability to request a loan the district must have board approval of the attached resolution which will be kept on file for 2010-2011 fiscal year.

FISCAL IMPACT: Cost – Interest expense will be posted in the Unrestricted General Fund if incurred.
Program or Department – Business Services
Is this a Restricted Program? No
Was this expenditure anticipated in the adopted budget? This is for information only.
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends the Board of Trustees approves Resolution No 2010-11 authorizing the Del Mar Union School District to request a temporary transfer of funds from the County Treasury.

RESOLUTION NO. 2010-11

RESOLUTION OF GOVERNING BOARD OF DEL
MAR UNION SCHOOL DISTRICT REQUESTING
TEMPORARY TRANSFER OF FUNDS

County Office Use Only		
Date of Transfer	Amount of Transfer	Available Balance
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

On motion of member _____, seconded by member _____
the following resolution is adopted:

WHEREAS, the California Constitution, Article XVI, Section 6 and Education Code section 42620 or 85220 provide that the Treasurer of the County shall have the power and it shall be his duty to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any district whose funds are in his custody and are paid out solely through his office; such temporary transfer of funds shall be made only upon resolution adopted by the governing board of the County to make such temporary transfer; such temporary transfer of funds shall not exceed 85% of taxes accruing to the district, shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year, and shall be replaced from the taxes accruing to such district before any other obligation of the district is met from such taxes; and

WHEREAS, on the regularly scheduled board meeting on June 23, 2010, the governing board will:

- _____ Adopt a tentative budget (community college only)
☒ X Adopt a final budget
 _____ Adopt a revised final budget (school district only)

for this district for the fiscal year 2010-11 pursuant to the provisions of the Education Code sections 42127 or 70901, and taxes accruing to the district for said fiscal year are estimated to be \$32,458,801; and

WHEREAS, taxes accrued to this district during the 2009-10 fiscal year were \$32,172,757; and

WHEREAS, it is necessary to provide funds for meeting obligations incurred for maintenance purposes by this district; AND NOW THEREFORE

IT IS RESOLVED AND ORDERED pursuant to the provisions of the California Constitution, Article XVI, Section 6, and Education Code section 42620 or 85220 as follows:

1. The Board of Supervisors of the County of San Diego is requested to direct the Treasurer of the County of San Diego to make a temporary transfer from the funds in his custody to this district during the 2010-11 fiscal year to meet obligations incurred for maintenance purposes in the amount of:
 - (a) \$4,690,297 for the period from July 1 until August 31 not to exceed 17% of the authorized limit.

(b) \$27,589,981 after August 31 but not to exceed a total of 85% of taxes accruing to the district. This amount represents the total available temporary transfer approved by the governing board for the 2010-11 fiscal year inclusive of the 17% shown in (a) above.

2. If directed by the Board of Supervisors, funds will be transferred to this district by the Treasurer of the County of San Diego in sums as requested by the District Superintendent and certified by him/her to be necessary to provide funds for meeting the obligations incurred for maintenance purposes by the district not to exceed the maximum amount herein specified, provided the Treasurer determines that funds in his custody are available for such transfers.
3. The Clerk/Secretary of this Board is directed to file a copy of this resolution with the Board of Supervisors, the County Superintendent of Schools, the County Auditor and Controller, and the County Treasurer-Tax Collector.

PASSED AND ADOPTED by the Governing Board of the Del Mar Union School District, County of San Diego, State of California, this 26th day of May, 2010 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, James D. Peabody, Clerk/Secretary of the Governing Board of the Del Mar Union School District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a resolution adopted by said Board at a meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Date

Clerk/Secretary of the Governing Board

May 19, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.16: Board Acceptance of the Del Mar Schools Education Foundation Donation for the 2010-2011 School Year.

The administration is pleased to announce to the Board that the Del Mar School Education Foundation will present a check to the Del Mar Union School District to help support enrichment programs at all schools in the district. The amount of the check is \$101,000.

Today's check, combined with previous checks and the carryover, totals \$1,181,133. Using the 2009/2010 cost per FTE for the ESC program equates to 13.12 FTE. DMSEF is restricting the donation to be used for salaries for the Extended Studies Curriculum programs at all DMUSD school sites and shall be allocated equitably among all schools based on ESC teaching periods.

FISCAL IMPACT: Cost – \$101,000 of additional of donated revenue
Program or Department – Unrestricted General Fund
Is this a Restricted Program? The donated revenues are restricted
Was this expenditure anticipated in the adopted budget? 2010-2011 Budget will be adopted in June 2010
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends the Board accept the Del Mar Schools Education Foundation donation.

Del Mar Schools Education Foundation

May 26, 2010

BY EMAIL

Mr. James Peabody, Interim District Superintendent
Del Mar Union School District
225 9th Street
Del Mar, CA 92014

Dear Mr. Peabody:

On behalf of the Board of the Del Mar Schools Education Foundation (DMSEF), we would like to present the Del Mar Union School District (DMUSD) with a check in the amount of \$101,000. This check, combined with the previous balance of donations and reserves of \$1,080,000 will now bring the total funds to \$1,181,000 that shall be used to fund ESC salaries for the 2010/2011 school year. The \$1,181,000 will equate to the funding of 13.1 FTEs based on the \$90,000 average expense per FTE.

In addition, we expect to receive and forward additional funds from our corporate matches outstanding.

DMSEF is restricting this donation to be used for ESC salaries for the Extended Studies Curriculum (ESC) programs at all DMUSD school sites and shall be allocated equitably among all schools based on ESC teaching periods.

DMSEF would like to take this moment to thank the Board of Trustees, District Staff, Principals, Teachers, PTAs, and the thousands of donors who have made this check possible.

Sincerely,

Chris Stevenson
DMSEF President

cc: DMUSD Board of Trustees
DMUSD School Principals
DMSEF Board Members

May 19, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent of Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.17: Board Approval, Transfer of Funds from Special Reserve for Other Than Capital Outlay to the Unrestricted General Fund

The Business Services Department has been directed to transfer the balance of the Special Reserve for Other Than Capital Outlay (Fund 17-42) to the Unrestricted General Fund (Fund 03). Amount of district available reserves will remain the same. Funds will maintain the same availability in either fund. Interest earned is the same in either fund.

Cash balance available on May 19, 2010 is \$1,350,097.96. \$1,350,000 will be transferred from the Special Reserve for Other Than Capital Outlay (Fund 17-42) to the Unrestricted General fund (Fund 03).

FISCAL IMPACT: Cost – None
Program or Department – Unrestricted General Fund and Special Reserve for Other Than Capital Outlay
Is this a Restricted Program? No
Was this expenditure anticipated in the adopted budget? No expenditure incurred
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: The superintendent recommends the Board approve the transfer of funds from Special Reserve for Other than Capital Outlay to the Unrestricted General Fund.

**Del Mar Union School District
Analysis of Reserves**

		Before Transfer	After Transfer	Difference
	Year	Second Interim 2009-2010	Second Interim 2009-2010	
	Revolving Cash	\$ 20,000	\$ 20,000	
	Legally Restricted	\$ 89,992	\$ 89,992	
	Economic Uncertainties	\$ 1,254,387	\$ 1,254,387	
	Other Designations	\$ 1,520,436	\$ 1,520,436	
A	Undesignated	\$ 8,891,376	\$ 10,268,164	\$ 1,376,788
	Ending Balance, June 30	\$ 11,776,191	\$ 13,152,979	
B	Special Reserve Fund 17-42	\$ 1,376,788	\$ -	\$ (1,376,788)
C	Total Available Reserves	\$ 11,522,551	\$ 11,522,551	\$ -
	Minimum 3% Reserves	\$ 1,254,387	\$ 1,254,387	
	Total General Fund Expenditures	\$ 41,812,873	\$ 41,812,873	
D	Available Reserves as a percent of total General Fund Expenditures	28%	28%	\$ -
	SSC, Inc Recommended Reserves	\$ 12,107,446	\$ 12,107,446	
	Reserves at 32% of Expenditures	\$ 13,380,119	\$ 13,380,119	

Excerpt from the 2009-2010 Second Interim Booklet, page 26

May 18, 2010

To: Board Members

From: Dena Whittington, Assistant Superintendent, Business Services

Through: James D. Peabody, Superintendent

Subject: Agenda Item 10.18: 2009-2010 Monthly Budget Update, Legal Fees and Cash Balance Report

The attached sheets represent each district fund individually. The actual revenues and expenditures are as of April 30, 2010. Budget amounts are those reflected in the 2009-2010 Second Interim Budget which was presented to the board on March 10, 2010.

FISCAL IMPACT: **Cost** – Presentation of this report is for information only and does not affect revenues, expenses or projected ending fund balance in the 2009-2010 Budget

Program or Department – Government Wide

Is this a Restricted Program? Restricted and Unrestricted Funds

Was this expenditure anticipated in the adopted budget? Second Interim Budget is reflected in the first column

Will this Program or Department be over budget after this expenditure? If an increase in budget is necessary it will be taken as a separate agenda item

RECOMMENDED: For information only. No action required.

Del Mar Union School District
2009-2010 Budget Update - Estimated Actuals
General Fund - Unrestricted
April 30, 2010

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ 31,936,826	\$ 31,537,220	1%
Federal Revenue	-	-	-
Other State Revenue	2,833,313	2,273,217	20%
Other Local Revenue	2,159,136	2,218,047	-3%
Total Revenues	\$ 36,929,275	\$ 36,028,484	2%
Expenditures			
Certificated Salaries	\$ 19,152,994	\$ 15,364,646	20%
Classified Salaries	3,291,542	2,712,540	18%
Employee Benefits	5,055,785	4,194,649	17%
Books and Supplies	2,105,650	1,398,618	34%
Services and Other Operating	2,563,987	1,887,684	26%
Capital Outlay	256,318	255,248	0%
Other Outgo	23,674	174	99%
Transfers of Indirect/Direct Support	(22,121.00)	-	-
Total Expenditures	\$ 32,427,829	\$ 25,813,558	20%
Excess (Deficiency) Revenues and Expenditures	\$ 4,501,446	\$ 10,214,926	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ 668,938	
Contributions	\$ (5,008,226)	\$ (668,938)	
Other Financing Sources and Uses	\$ (5,008,226)	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (506,780)	\$ 10,214,926	
Beginning Fund Balance (audited)	\$ 12,192,980		
Ending Fund Balance**	\$ 11,686,200		

* 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
2009-2010 Budget Update - Estimated Actuals
General Fund - Restricted
April 30, 2010**

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ 365,458	\$ 57,348	84%
Federal Revenue	1,871,504	1,233,047	34%
Other State Revenue	291,278	195,498	33%
Other Local Revenue	1,473,570	905,848	39%
Total Revenues	\$ 4,001,810	\$ 2,391,741	40%
Expenditures			
Certificated Salaries	\$ 2,864,331	\$ 2,447,702	15%
Classified Salaries	2,366,196	1,915,397	19%
Employee Benefits	974,411	771,943	21%
Books and Supplies	765,616	163,220	79%
Services and Other Operating	2,326,315	971,101	58%
Capital Outlay	-	-	-
Other Outgo	88,175	44,088	50%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 9,385,044	\$ 6,313,451	33%
Excess (Deficiency) Revenues and Expenditures	\$ (5,383,234)	\$ (3,921,711)	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ 5,008,226	\$ -	
Other Financing Sources and Uses	\$ 5,008,226	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (375,008)	\$ (3,921,711)	
Beginning Fund Balance (audited)	\$ 465,000		
Ending Fund Balance**	\$ 89,992		

* 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
2009-2010 Budget Update - Estimated Actuals
General Fund - Combined
April 30, 2010**

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ 32,302,284	\$ 31,594,568	2%
Federal Revenue	1,871,504	1,233,047	34%
Other State Revenue	3,124,591	2,468,714	21%
Other Local Revenue	3,632,706	3,123,895	14%
Total Revenues	\$ 40,931,085	\$ 38,420,225	6%
Expenditures			
Certificated Salaries	\$ 22,017,325	\$ 17,812,348	19%
Classified Salaries	5,657,738	4,627,937	18%
Employee Benefits	6,030,196	4,966,591	18%
Books and Supplies	2,871,266	1,561,838	46%
Services and Other Operating	4,890,302	2,858,785	42%
Capital Outlay	256,318	255,248	0%
Other Outgo	111,849	44,262	60%
Transfers of Indirect/Direct Support	(22,121)	-	-
Total Expenditures	\$ 41,812,873	\$ 32,127,009	23%
Excess (Deficiency) Revenues and Expenditures	\$ (881,788)	\$ 6,293,215	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ 668,938	
Contributions	\$ -	\$ (668,938)	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (881,788)	\$ 6,293,215	
Beginning Fund Balance (unaudited)	\$ 12,657,980		
Ending Fund Balance**	\$ 11,776,192		

* 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
2009-2010 Budget Update - Estimated Actuals
Cafeteria Fund
April 30, 2010

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	109,452	56,348	49%
Other State Revenue	6,598	3,188	52%
Other Local Revenue	701,621	536,583	24%
Total Revenues	\$ 817,671	\$ 596,119	27%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	150,556	103,073	32%
Employee Benefits	42,588	35,070	18%
Books and Supplies (food)	537,894	388,058	28%
Services and Other Operating	17,386	12,838	26%
Capital Outlay	-	-	-
Other Outgo	22,121	-	100%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 770,545	\$ 539,038	30%
Excess (Deficiency) Revenues and Expenditures	\$ 47,126	\$ 57,081	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 47,126	\$ 57,081	
Beginning Fund Balance (audited)	\$ 5,762		
Ending Fund Balance**	\$ 52,888		

* 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
2009-2010 Budget Update - Estimated Actuals
Deferred Maintenance
April 30, 2010

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	8,000	5,077	37%
Total Revenues	\$ 8,000	\$ 5,077	37%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	245,830	245,829	0%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 245,830	\$ 245,829	0%
Excess (Deficiency) Revenues and Expenditures	\$ (237,830)	\$ (240,753)	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ 668,938	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ (668,938)	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ (237,830)	\$ (240,753)	
Beginning Fund Balance (audited)	\$ 796,706		
Ending Fund Balance**	\$ 558,876		

* 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
2009-2010 Budget Update - Estimated Actuals
Special Reserve for other than Capital Outlay
April 30, 2010**

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	38,000	11,309	70%
Total Revenues	\$ 38,000	\$ 11,309	70%
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	\$ 11,309	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	-
Transfers Out	\$ -	\$ -	-
Contributions	\$ -	\$ -	-
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 38,000	\$ 11,309	
Beginning Fund Balance (audited)	\$ 1,338,789		
Ending Fund Balance**	\$ 1,376,789		

* 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
2009-2010 Budget Update - Estimated Actuals
Capital Facilities
April 30, 2010

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	93,400	35,368	62%
Total Revenues	\$ 93,400	\$ 35,368	62%
Expenditures			
Certificated Salaries	\$ -	\$ -	-
Classified Salaries	-	-	-
Employee Benefits	-	-	-
Books and Supplies	-	-	-
Services and Other Operating	10,000	154	98%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 10,000	\$ 154	98%
Excess (Deficiency) Revenues and Expenditures	\$ 83,400	\$ 35,214	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 83,400	\$ 35,214	
Beginning Fund Balance (audited)	\$ 192,685		
Ending Fund Balance**	\$ 276,085		

* 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
2009-2010 Budget Update - Estimated Actuals
Special Reserve Fund for Capital Outlay Projects
April 30, 2010**

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	275,000	73,940	73%
Total Revenues	\$ 275,000	\$ 73,940	73%
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	\$ 73,940	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	-	-	
Contributions	-	-	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 275,000	\$ 73,940	
Beginning Fund Balance (audited)	\$ 8,111,282		
Ending Fund Balance**	\$ 8,386,282		

* 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
2009-2010 Budget Update - Estimated Actuals
Capital Project Fund for Blended Component Units
(CFD 95-1 and CFD 99-1)
April 30, 2010

		2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues				
	Revenue Limit Sources*	\$ -	\$ -	-
	Federal Revenue	-	-	-
	Other State Revenue	-	-	-
	Other Local Revenue	2,581,715	2,498,444	3%
Total Revenues		\$ 2,581,715	\$ 2,498,444	3%
Expenditures				
	Certificated Salaries	\$ -	\$ -	-
	Classified Salaries	-	-	-
	Employee Benefits	-	-	-
	Books and Supplies (Non Cap F & E)	12,880	18,685	-
	Services and Other Operating	106,874	26,751	75%
	Capital Outlay	1,801,394	205,333	89%
	Other Outgo	-	-	-
	Transfers of Indirect/Direct Support	-	-	-
Total Expenditures		\$ 1,921,148	\$ 250,769	87%
Excess (Deficiency) Revenues and Expenditures		\$ 660,567	\$ 2,247,675	
Other Financing Sources and Uses				
	Transfers In	\$ -	\$ -	
	Transfers Out	\$ (2,014,094)	\$ (2,014,095)	
	Contributions	\$ -	\$ -	
Other Financing Sources and Uses		\$ (2,014,094)	\$ (2,014,095)	
Net Increase (Decrease) In Fund Balance		\$ (1,353,527)	\$ 233,580	
Beginning Fund Balance (audited)		\$ 7,466,813		
Ending Fund Balance**		\$ 6,113,286		

* 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
2009-2010 Budget Update - Estimated Actuals
Debt Service Fund for Blended Component Units (CFD)
April 30, 2010**

	2009-10 Second 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	2,014,094	\$ 2,014,095	0%
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 2,014,094	\$ 2,014,095	0%
Excess (Deficiency) Revenues and Expenditures	\$ (2,014,094)	\$ (2,014,095)	
Other Financing Sources and Uses			
Transfers In	\$ 2,014,094	\$ 2,014,095	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ 2,014,094	\$ 2,014,095	
Net Increase (Decrease) In Fund Balance	\$ -	\$ -	
Beginning Fund Balance (audited)	\$ -		
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
2009-2010 Budget Update - Estimated Actuals
Other Enterprise Fund - Childcare
April 30, 2010

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	2,704,000	2,110,886	22%
Total Revenues	\$ 2,704,000	\$ 2,110,886	22%
Expenditures			
Certificated Salaries	\$ 70,187	\$ 30,780	56%
Classified Salaries	1,695,731	1,382,677	18%
Employee Benefits	386,291	302,490	22%
Books and Supplies	201,364	87,617	56%
Services and Other Operating	95,720	49,669	48%
Capital Outlay	-	-	-
Other Outgo	-	-	-
Transfers of Indirect/Direct Support	-	-	-
Total Expenditures	\$ 2,449,293	\$ 1,853,233	24%
Excess (Deficiency) Revenues and Expenditures	\$ 254,707	\$ 257,653	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 254,707	\$ 257,653	
Beginning Fund Balance (audited)	\$ 1,530,520		
Ending Fund Balance**	\$ 1,785,227		

* Basic Aid revenues in the form of property taxes are recorded as a Revenue Limit Source

** Ending Fund Balance is made up of components that dictate what the balance may be used for
 These components are not addressed on this spreadsheet

**Del Mar Union School District
2009-2010 Budget Update - Estimated Actuals
Foundation Trust Fund
April 30, 2010**

	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
Revenues			
Revenue Limit Sources*	\$ -	\$ -	-
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	1,400	365	74%
Total Revenues	\$ 1,400	\$ 365	74%
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	\$ 365	
Other Financing Sources and Uses			
Transfers In	\$ -	\$ -	
Transfers Out	\$ -	\$ -	
Contributions	\$ -	\$ -	
Other Financing Sources and Uses	\$ -	\$ -	
Net Increase (Decrease) In Fund Balance	\$ 1,400	\$ 365	
Beginning Fund Balance (audited)	\$ 43,151		
Ending Fund Balance**	\$ 44,551		

* 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
2009-2010 Budget Update - Estimated Actuals
General Fund Attorney Fees
April 30, 2010

Resource No.	Department	2009-10 Second Interim	Actuals to Date	% of Budget Remaining
0000-420	Pupil Services	\$ 6,398	\$ 23,308	-264%
0000-503	Personnel	22,801	26,755	-17%
0000-504	Business (District General Counsel)	60,000	54,889	9%
0000-772	Facilities	20,000	4,294	79%
		\$ 109,199	\$ 109,246	0%

DEL MAR UNION SCHOOL DISTRICT
County Treasury, General Ledger Balances
FISCAL YEAR 2009-2010

DISTRICT 11

GOVERNMENTAL FUNDS - SPECIAL RESERVE & CAPITAL PROJECTS

City Treas. Fund #	F/Y 08/09 6/30/2009	F/Y 09/10 7/31/2009	F/Y 09/10 8/31/2009	F/Y 09/10 9/30/2009	F/Y 09/10 10/31/2009	F/Y 09/10 11/30/2009	F/Y 09/10 12/31/2009	F/Y 09/10 1/31/2010	F/Y 09/10 2/28/2010	F/Y 09/10 3/31/2010	F/Y 09/10 4/30/2010	Increase (decrease)	SACS Fund #
412101 / 55695	\$ 13,461,681	\$ 17,596,394	\$ 15,111,188	\$ 12,193,175	\$ 9,270,798	\$ 7,438,802	\$ 16,091,027	\$ 13,458,761	\$ 13,523,781	\$ 12,521,099	\$ 17,313,405	\$ 4,792,306	03 & 06
412104 / 55701	\$ 44,492	\$ 38,208	\$ 38,678	\$ 129,700	\$ 145,285	\$ 119,064	\$ 115,692	\$ 77,848	\$ 61,342	\$ 84,349	\$ 121,816	\$ 37,467	13-00
412112 / 55710	\$ 794,180	\$ 615,941	\$ 550,876	\$ 550,876	\$ 553,068	\$ 553,068	\$ 553,068	\$ 1,223,475	\$ 554,538	\$ 554,538	\$ 555,953	\$ 1,415	14-00
412142 / 55725	\$ 1,333,937	\$ 1,338,789	\$ 1,338,789	\$ 1,338,789	\$ 1,343,345	\$ 1,343,345	\$ 1,343,345	\$ 1,346,916	\$ 1,346,916	\$ 1,346,916	\$ 1,350,098	\$ 3,182	17-42
412119 / 55716	\$ 192,309	\$ 194,035	\$ 204,753	\$ 205,643	\$ 206,320	\$ 208,685	\$ 209,475	\$ 210,026	\$ 213,931	\$ 216,673	\$ 220,505	\$ 3,832	25-19
412146 / 55731	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	35-00
412102 / 55698	\$ 8,081,889	\$ 8,116,660	\$ 8,116,660	\$ 8,116,660	\$ 8,144,282	\$ 8,144,282	\$ 8,144,282	\$ 8,165,930	\$ 8,165,930	\$ 8,165,930	\$ 8,185,221	\$ 19,292	40-00
Subtotal	\$ 23,908,488	\$ 27,900,026	\$ 25,360,944	\$ 22,534,843	\$ 19,663,099	\$ 17,807,247	\$ 26,456,888	\$ 24,482,955	\$ 23,866,436	\$ 22,889,505	\$ 27,746,998	\$ 4,857,494	
PROPRIETARY & FIDUCIARY FUNDS - INTERNAL SERVICE, EXPENDIBLE TRUST & ENTERPRISE													
412122 / 55720	\$ 1,558,258	\$ 1,498,945	\$ 1,362,069	\$ 1,424,731	\$ 1,501,085	\$ 1,535,948	\$ 1,532,461	\$ 1,560,661	\$ 1,598,452	\$ 1,560,100	\$ 1,561,804	\$ 1,704	63-00
412120 / 55719	\$ 42,990	\$ 43,151	\$ 43,151	\$ 43,151	\$ 43,298	\$ 43,298	\$ 43,298	\$ 43,413	\$ 43,413	\$ 43,413	\$ 43,515	\$ 103	73-20
Subtotal	\$ 1,601,248	\$ 1,542,096	\$ 1,405,220	\$ 1,467,882	\$ 1,544,383	\$ 1,579,246	\$ 1,575,759	\$ 1,604,073	\$ 1,641,865	\$ 1,603,512	\$ 1,605,319	\$ 1,807	
DIST. 11 TOTAL	\$ 25,509,735	\$ 29,442,122	\$ 26,766,165	\$ 24,002,725	\$ 21,207,481	\$ 19,386,493	\$ 28,032,647	\$ 26,087,028	\$ 25,508,302	\$ 24,493,017	\$ 29,352,318	\$ 4,859,301	

DISTRICT 72

FUND BALANCES - GOVERNMENTAL & CAPITAL PROJECTS

	F/Y 08/09 6/30/2009	F/Y 09/10 7/31/2009	F/Y 09/10 8/31/2009	F/Y 09/10 9/30/2009	F/Y 09/10 10/31/2009	F/Y 09/10 11/30/2009	F/Y 09/10 12/31/2009	F/Y 09/10 1/31/2010	F/Y 09/10 2/28/2010	F/Y 09/10 3/31/2010	F/Y 09/10 4/30/2010	Increase/ (decrease)	SACS Fund #
Community Facilities District No. 95-1													
458001 / 54976	\$ 2,961,283	\$ 2,964,504	\$ 2,098,836	\$ 2,091,393	\$ 2,116,188	\$ 2,165,431	\$ 2,356,575	\$ 2,862,933	\$ 2,453,026	\$ 2,528,899	\$ 2,627,177	\$ 98,278	49-01
TOTAL CFD 95-1	\$ 2,961,283	\$ 2,964,504	\$ 2,098,836	\$ 2,091,393	\$ 2,116,188	\$ 2,165,431	\$ 2,356,575	\$ 2,862,933	\$ 2,453,026	\$ 2,528,899	\$ 2,627,177	\$ 98,278	
Community Facilities District No. 99-1													
458002 / 54977	\$ 3,782,097	\$ 3,797,850	\$ 3,366,512	\$ 3,369,081	\$ 3,382,632	\$ 3,413,674	\$ 3,534,051	\$ 3,824,970	\$ 3,562,882	\$ 3,632,764	\$ 3,700,895	\$ 68,132	49-02
TOTAL CFD 99-1	\$ 3,782,097	\$ 3,797,850	\$ 3,366,512	\$ 3,369,081	\$ 3,382,632	\$ 3,413,674	\$ 3,534,051	\$ 3,824,970	\$ 3,562,882	\$ 3,632,764	\$ 3,700,895	\$ 68,132	
DIST. 72 TOTAL	\$ 6,743,380	\$ 6,762,355	\$ 5,465,347	\$ 5,460,474	\$ 5,498,820	\$ 5,579,105	\$ 5,890,626	\$ 6,687,903	\$ 6,015,908	\$ 6,161,663	\$ 6,328,072	\$ 166,409	

Date: May 21, 2010
To: Board Members
From: Timothy Asfazadour
Through: James Peabody
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
Arellano, Griselda	Child Care Worker I	0.54	Child Care	Approve Increase in Hours from 12 Hours per Week to 21.5 Hours per Week Effective 1/25/10	
Conforme, Richard	Health Care Technician	0.625	Del Mar Hills	Approve Resignation Effective 5/7/10	
Leftwick, Lorraine	Child Care Worker I	0.34	Child Care	Approve Reduction in Hours from 16.5 Hours per Week to 13.5 Hours per Week Effective 4/20/10	
Mastricola, Jayne	Noon Duty Aide	0.09	Ocean Air	Approve Resignation Effective 6/16/10	
McCue, Taylor	Special Education Aide I	0.7812	Ashley Falls	Approve Resignation Effective 6/17/10	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
McCue, Taylor	Child Care Worker I	0.10	Child Care	Approve Resignation Effective 6/17/10	
Mejia, Christina	Child Care Worker I	0.55	Child Care	Approve Increase in Hours from 17.5 Hours per Week to 22 Hours per Week Effective 1/25/10	
O'Callaghan, Brenna	Child Care Worker I	0.58	Child Care	Approve Increase in Hours from 18 Hours per Week to 23 Hours per Week Effective 1/26/10	
Perez, Amanda	Child Care Worker I	0.50	Child Care	Approve Resignation Effective 6/17/10	
Solis, Lindsay	Special Education Aide II	0.75	Sycamore Ridge	Approve Resignation Effective 5/14/10	
Wilson, Tina	Child Care Worker I	0.55	Child Care	Approve Reduction in Hours from 24 Hours per Week to 22 Hours per Week Effective 1/25/10	

March 2, 2010

To: Board Members

From: Timothy Asfazardour, Assistant Superintendent, Human Resources

Through: James Peabody, Superintendent

Subject: Agenda Item 11.2: Approval, "Declaration of Need for Fully Qualified Educators" 2010/2011 School Year

The District administration is asking the Board to approve the attached "Declaration of Need for Fully Qualified Educators".

The District is fortunate that we have a surplus of well-qualified teacher candidates for classroom vacancies, but the District is currently experiencing a shortage of credentialed teachers in specialty areas, like special education. The shortage of teachers who work with severely handicapped students is severe throughout San Diego County.

FISCAL IMPACT: Cost – There is no cost associated with this item.

RECOMMENDED: The Superintendent recommends approval of the attached "Declaration of Need for Fully Qualified Educators".



State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2010/11
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Del Mar Union School District District CDS Code: 37-68056

Name of County: San Diego County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 26 / 10 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2011.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>James Peabody</u>	_____	<u>Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>858-523-6114</u>	<u>858-755-9301</u>	<u>5/26/10</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>225 Ninth Street, Del Mar, Ca 92014</u>		
<i>Mailing Address</i>		
<u>jpeabody@dmusd.org</u>		
<i>E-Mail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

- This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	10
☐ Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization:	
☒ Resource Specialist	5
☒ Teacher Librarian Services	1
☒ Visiting Faculty Permit	1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	10
Special Education	5
TOTAL	15

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes

☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☐ Yes

☒ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

The district does not participate in college or university internship programs due to the size of our district and staffing requirements to implement and maintain such a program.