

Del Mar High School 2008-09
School Accountability Report Card

*Reported for School Year 2008-09
Published During 2009-10*



Campbell Union High School District
3235 Union Avenue
San Jose, CA 95124
(408) 371-0960
Website: www.cuhsd.org
Superintendent: Dr. Rhonda Farber
E-mail Address: rfarber@cuhsd.org

Del Mar High School
1224 Del Mar Avenue
San Jose, CA 95128
(408) 626-3403
Website: www.delmar.cuhsd.org
Principal: James Russell
E-mail Address: jrussell@cuhsd.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDEE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Del Mar High School is built upon our four cornerstones of Community, Academic Achievement, Responsibility and Equity. Our Action Plan for Student Achievement is based around these principles and our work focuses our developing a community where students, staff and parents work collaboratively to graduate students who are:

- Academically prepared in all subject areas and with technology.
- Good citizens that appreciate cultural differences, show respect and are positive contributors to our community.
- Responsible young adults that collaborate with others, become self-reliant and maintain good health and wellness.

These ESLRs provide a framework for us to continually challenge each student to be their best. Del Mar received a six year accreditation in 2009 with a rigorous action plan that will allow the school community to continue to improve student achievement and graduation success.

Del Mar High School, a four-year comprehensive high school in the Campbell Union High School district, opened in 1959 in a predominantly white middle class farming community in the central Santa Clara Valley. In the years since 1959, suburban homes and multi-family dwellings, light industry and retail businesses have replaced the farms and orchards as the county increased in population. Today, Del Mar is located in the urban center of the Silicon Valley. The Del Mar school population evolved into the diverse, multicultural and multi-ethnic blend we find today.

The 2008-2009 CSIS report provides the ethnic profile of the Del Mar Community. The student population breakdown is 45.3% Hispanic, 22.4% White, 6.8% Asian, 4.7% African American, and 20.8% other. In addition, 37% of the Del Mar student population participates in the National School Lunch Program and are considered socio-economically disadvantaged students. The Filipino and Pacific Islander populations are growing at a steady rate, but the Hispanic/Latino population continues to be the fastest growing population at Del Mar.

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Other changes have taken place at Del Mar which has provided the school opportunities to develop programs and services to meet the needs of all our students. Our English learning population continues to rise. Currently 17% of the population receives SEI services (English Language Development or SDAIE classes). Of these students, 76% speak Spanish with Vietnamese and Filipino being the next most spoken languages among English learning students. This population also tends to be a fairly mobile population which provides additional challenges. However, a strong and unified EL department allows for easy movement into and out of each class and strong advancement in all skills necessary for language development.

Del Mar also has over 150 students who are receiving monitoring for their reclassification status of SEI. This comprises 12.4% of our population. There are also 57 (4.3%) of our students who are designated EL but receiving mainstream educational services. These two populations require our attention to providing training for our mainstream teachers in the instructional methodologies that work best with these populations. It also requires correct CELDT testing, notification and identification of all students and all teachers who work with these students. Del Mar is fortunate to have an on-site EL Coordinator for our EL program and a Community Liaison/RFEP Coordinator to provide services and support to our EL and RFEP populations.

Approximately 10% of our students receive SAI services. Many of the RSP students are involved in an inclusion program where they are enrolled in mainstream English and Algebra classes with workshop support from an SAI teacher. The students enrolled in the ninth grade inclusion are involved in a Small Learning Community with common English, Algebra, Social Studies and Science classes with workshop support from an SAI teacher.

Del Mar High School students come primarily from three feeder schools: Monroe Middle School, Campbell Middle School, and Luther Burbank School District. We receive a few students from Rolling Hills Middle School due to an open enrollment policy in the elementary district. The blending of students provides for many students to meet new friends as they enter high school, but it is difficult to align our work with any one middle school.

Serving the Del Mar students is a faculty comprised of 66 teachers, four of whom are part time, and eight administrators (a principal, one vice-principal, two deans, three guidance advisors and an activities director), seven clerical staff and seven instructional aides. The staff is a mixture of veterans and teachers relatively new to the profession.

The Del Mar community is excited to implement the WASC Action Plan developed in 2009. Our school is fortunate to have several highly active parent groups who have been informed about the direction of the school and work in collaboration with the staff to continually improve all areas of the school. Our work around curriculum, instruction, grading and assessments will bring more relevant content to our diverse population. Our assessment practices will be focusing on student understanding of the learning goals to develop a grade. The action plan outlines a number of other ambitious programs to improve our A-G college readiness and graduation rate. In the next three years, we will have completed our pilot with the Small Learning Communities, implemented our Personal Learning Plans (using the K-16 Bridge program through the local community colleges) and organized a solid guidance plan that provides leadership opportunities for all students to develop a rigorous graduation plan. Our goal is to improve the achievement gap while working to develop a sense of excitement about each child's future.

MISSION STATEMENT

It is the mission of Del Mar High School to create an environment in which all students are academically and socially prepared to be successful in higher education, to be valued members of the workforce, and also to be productive members of your society.

As a first step in achieving these goals, the Del Mar faculty, staff and community have transformed the school into an institution that is a source of pride. Our new activities program coupled with an action plan that works to create relevance for each student in their educational plan will motivate each student to be a proud graduate of Del Mar.

The second step, and one of our cornerstones, is to continue to foster a strong community. All five parent groups have large memberships and active parent involvement. Their interactions with student programs are essential to continually provide top quality support for each student in our community.

Our final element in meeting our mission is through our responsibility to improve as practitioners. Through a series of professional development opportunities, teachers are provided data and strategies to improved instruction based on the

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analysis of the data. During the next few years, we hope to expand this work to include serious exploration into issues around equity and instruction and developing a standards' based grading system.

These three elements will allow the staff, students and parents of the Del Mar community to improve our API and AYP, prepare more students to be A-G ready, and graduate more students ready to face their exciting futures.

Opportunities for Parental Involvement (School Year 2008-09)

Parents are visible on campus and an important element in the Del Mar School culture. Meaningful involvement is available through the School Site Council, English Learners Advisory Committee (DELAC and ELAC), the Parent Teacher Association (PTA), the Padres Unidos or Spanish-speaking PTA, the Don's Club athletic boosters, and the Performing Arts Association. Parents also support school activities through a variety of community fund raisers, such as the Annual "Big Event" crab feed and a silent auction, and fund-raising campaigns for specific sports and activities.

Contact Person	Contact Phone Number
Mr. James Russell, Principal	(408) 626-3403

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	346
Grade 10	354
Grade 11	327
Grade 12	295
Total Enrollment	1322

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Groups	Percent of Total Enrollment
African American	4.77 %
American Indian or Alaska Native	0.38%
Asian	7.34 %
Filipino	3.03%
Hispanic or Latino	45.76 %
Pacific Islander	1.59 %
White (not Hispanic)	22.24 %
Multiple or No Response	14.90 %
Socioeconomically Disadvantaged	39.00 %
English Learners	22.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.5	42	22	3	24.0	31	21	9	23.5	32	30	4
Mathematics	29.3	6	16	13	27.1	4	30	7	27.6	9	26	7
Science	27.9	8	18	10	29.0	3	26	6	30.0	2	19	14
Social Science	30.0	5	16	13	32.2	5	13	16	32.4	1	16	19

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

All Campbell Union High School District schools have comprehensive safety plans that are updated, approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication, and rapid response.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	18.6	16.4	14.0	12.0	13.0	9.9
Expulsions	0.8	1.0	1.2	1.2	0.8	0.8

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

All Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the middle 1950's to late 1960's, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas such as science and fine arts have been found to equal the best new designs of today, and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audio-visual and performance and demonstration facilities, specialized learning areas and more are in the process of turning our campuses into schools for the 21st century. Sports facilities, restrooms, and cafeteria facilities have been regularly updated. A wide area network of multiple T1 cables connects all district campuses, where fiber optic cable connects each classroom wing to the Internet, with CAT 5/6 cable to each classroom.

All areas of all campuses are regularly evaluated for trip-fall, environmental and other safety hazards, a state-of-the-art campus-wide and district wide fire, emergency and communication system is in place, and campuses are cleaned and maintained by both day and night custodial crews whose work is regularly evaluated by both school and district supervisors.

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School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical / HVAC, Sewer	N/A	Yes			
Interior: Interior Surfaces	N/A	Yes			
Cleanliness: Overall Cleanliness, Pest / Vermin Infestation	N/A	Yes			
Electical: Electical	N/A	Yes			
Restrooms / Fountains: Restrooms, Sinks / Fountains	N/A	Yes			
Safety: Fire Safety, Hazardous Materials	N/A	Yes			
Structural: Structural Damage, Roofs	N/A	Yes			
External: Playground / School Grounds, Windows / Doors / Gates / Fences	N/A	Yes			
Overall Rating	N/A	Yes			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE DataQuest Web site at

<http://dq.cde.ca.gov/dataquest>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	56	56	57	346
Without Full Credential	4	3	3	15
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduce price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web site at <http://www.cde.ca.gov/ndb/sr/tq>.

Location of Classes	Percent of Classes In core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.8	19.2
All Schools in District	83.0	17.0
High-Poverty Schools in District		
Low-Poverty Schools in District	83.0	17.0

IV. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic counselors	3.5	528
Library Media Teacher (Librarian)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.34	N/A
Speech / Language / Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading / Language Arts	Del Mar provides adequate, high quality textbooks, novels, and instructional materials for all students.	0%
Mathematics	Del Mar provides adequate, high quality textbooks, and instructional materials for all students.	0%
Science	Del Mar provides adequate, high quality textbooks, lab equipment, and instructional materials for all students.	0%
History – Social Science	Del Mar provides adequate, high quality textbooks, and instructional materials for all students.	0%
Foreign Language	Del Mar provides adequate, high quality textbooks, and instructional materials for all students.	0%
Health	Del Mar provides adequate, high quality textbooks, and instructional materials for all students.	0%
Visual and Performing Arts	Del Mar provides adequate, high quality textbooks, instruments, and instructional materials for all students.	0%
Science Laboratory Equipment (grades 9-12)	Del Mar provides adequate, high quality lab equipment materials for all students.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,418	\$2,841	\$6,577	\$68,065
District	N/A	N/A	\$6,577	\$64,627
Percent Difference – School Site & District	N/A	N/A		5.32%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site & State	N/A	N/A	19.32%	-0.39%

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Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities, and other enrichment programs.

Additional support programs for Del Mar students are funded through parcel tax staff development funding, guidance counseling for 10th grade students and those needing additional support and intervention planning (1802 funding).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,083	\$42,810
Mid-Range Teacher Salary	\$69,056	\$69,375
Highest Teacher Salary	\$87,200	\$89,104
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	N/A	\$120,314
Average Principal Salary (High)	\$118,132	\$126,901
Superintendent Salary	\$191,247	\$198,563
Percent of Budget for Teachers Salaries	40.10%	37.30%
Percent of Budget for Administrative Salaries	5.90%	5.20%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpk5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	40	41	40	53	54	54	43	46	50
Mathematics	11	12	11	24	23	24	40	43	46
Science	19	22	35	47	49	52	38	46	50
History-Social Science	25	38	42	43	47	50	33	36	41

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	45	9	38	37
American Indian or Alaska Native	*	*	*	*
Asian	61	37	60	67
Filipino	34	18	50	41
Hispanic or Latino	26	3	18	28
Pacific Islander	6	6	*	*
White (not Hispanic)	64	17	66	63
Male	37	13	37	44
Female	44	9	34	41
Economically Disadvantaged	26	7	21	30
English Learners	13	8	4	7
Students with Disabilities	9	1	9	9

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	48.3	54.3	51.6	63.9	69.2	63.6	48.6	52.9	52.0
Mathematics	50.6	44.5	52.1	65.2	63.7	65.1	49.9	51.3	53.3

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	48.4	24.5	27.0	47.9	29.7	22.4
Male	48.7	27.9	23.4	46.1	30.5	23.4
Female	48.2	21.3	30.5	49.7	28.8	21.5
African American	39.1	26.1	34.8	43.5	43.5	13.0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25.0	17.9	57.1	7.1	35.7	57.1
Filipino	56.2	18.8	25.0	50.0	31.2	18.8
Hispanic or Latino	65.0	23.3	11.7	64.4	22.7	12.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	22.7	25.3	52.0	27.0	36.5	36.5
English Learners	61.2	23.3	15.5	55.3	26.2	18.4
Socioeconomically Disadvantaged	62.2	23.1	14.7	61.3	24.6	14.1
Students with Disabilities	88.0	12.0	0.0	84.0	16.0	0.0

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf>. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.1	27.3	30.2

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index Web page at <http://www.cde.ca.gov/ta/ac/ap>.

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Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to the 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 schools.

API Rank	2006	2007	2008
Statewide	6	4	4
Similar Schools	5	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-20	1	-1	680
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-9	-12	10	610
Pacific Islander				
White (not Hispanic)	-14	27	-15	767
Socioeconomically Disadvantaged	-20	-16	41	618
English Learners				634
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ta/ac/ay>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web site at <http://www.calstate.edu/sas/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	3.4	5.4	6.2	2.7	4.5	5.1	3.5	4.4	3.9
Graduation Rate	81.3	73.5	71.7	87.2	79.1	78.1	83.4	80.6	80.2

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Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	79.1%	88.6%	N/A
African American	88.2%	65.5%	N/A
American Indian or Alaska Native	33.3%	77.8%	NA
Asian	87.0%	93.8%	N/A
Filipino	80.0%	92.7%	N/A
Hispanic or Latino	72.9%	79.8%	N/A
Pacific Islander	83.3%	92.3%	N/A
White (not Hispanic)	84.7%	92.8%	N/A
Socioeconomically Disadvantaged	70.5%	66.8%	N/A
English Learners	50.0%	57.1%	N/A
Students with Disabilities	41.9%	54.7%	N/A

Career Technical Education Programs (School Year 2008-09)

Del Mar offers the following on-campus career/technical classes: Careers with Children, which includes student on the job training at a preschool on a local school site, and construction. Students also participate in career-technical training at the Central County Occupational Center (CCOC). These courses of study are for 11th and 12th grade students and offer advanced preparation for entry into the workforce as skilled workers or entry into trade apprenticeships.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	476
Percent of school's pupils completing a CTE program and earning a high school diploma	7.6%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

UC/USC Course Measure	Percent
Students Enrolled in courses Required for UC / CSU Admission	73.3
Graduates Who Completed All Courses Required for UC / CSU Admission	30.4

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	7	2.6

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Del Mar High School created a five year Professional Development Plan as a part of the WASC Action Plan in 2008-2009. Our focus will be on continuing the work we have and adding a few new components to enrich our instructional practice. Our professional development will include our collaboration time (four times a week) and other professional development times as available during the year.

For 2008-2009, professional development activities included instructional practice reflection, needs assessment and plan development. We also worked on collaborative skills, decision making and school reform planning. We also adopted a new Plus Period/advisory which required some professional development for teachers to plan this new use of time with their students. Our outcome was a comprehensive action plan with professional development plans for every goal area.

Concerning curriculum, instruction and assessment, our focus is to continue the work around curriculum guides, instructional strategies and data analysis and expand our emphasis to include Understanding by Design unit planning, differentiated instruction, formative assessment and grading practices. Most core classes have developed Curriculum Guides to align the curriculum throughout all the classes. Furthermore, district and site-based benchmarks and common assessments are used to develop data to monitor student achievement. Our goal will be to continue to increase student achievement through standards-based assessment and differentiated instruction that will improve our AYP and API.

To help facilitate changes with our school reform movements there will be professional development around using the Plus Period/Advisory, Guidance, Small Learning Communities and Personal Learning Plans for all students. Our outcomes will be to improve student college readiness, A-G standing and to provide an education that is more personal to all students.