

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Torrey Hills

Address: 10830 Calle Mar de Mariposa San Diego, CA 92130-8657

Principal: Monica Sorenson, Principal

Phone: (858) 481-4266

Email: msorenson@dmusd.org

Web Site: www.dmusd.org/torrey

CDS Code: 37680566120596



Del Mar Union Elementary

Superintendent: Holly McClurg

Phone: (858) 755-9301

Email: hmcclurg@dmusd.org

Web Site: www.dmusd.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE 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 and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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

District Contact Information

Most Recent Year

District Name: Del Mar Union Elementary
 Phone Number: (858) 755-9301
 Superintendent: Holly McClurg
 E-mail Address: hmcclurg@dmusd.org
 Web Site: www.dmusd.org

School Contact Information

Most Recent Year

School Name: Torrey Hills
 Street: 10830 Calle Mar de Mariposa
 City, State, Zip: San Diego, CA 92130-8657
 Phone Number: (858) 481-4266
 Principal: Monica Sorenson, Principal
 E-mail Address: msorenson@dmusd.org
 Web Site: www.dmusd.org/torrey
 County-District-School
 (CDS) Code: 37680566120596

School Description and Mission Statement (School Year 2016–17)

Welcome to Torrey Hills School, where “there’s no better place to learn.”

Torrey Hills School opened its doors in September 2002. We proudly provide all Torrey Hills students with an outstanding educational and interactive environment. The individual academic and social needs of all students are our number-one priority. In addition to the quality program provided from our talented and dedicated classroom teachers, each child receives instruction from certificated teacher who are specialists in music, art, technology, science, physical fitness, and academic enrichment. Working closely with classroom teachers, these content area specialists provide integrated learning opportunities for our students incorporating the arts, sciences, and technology into the grade-level curriculum.

Each year our students participate in a variety of local, state, and national academic competitions. Torrey Hills’ success in these contests and competitions reflects the motivation of our students, and the dedication of our staff and parents in supporting our students’ academic success. The entire Torrey Hills staff, parents, and community work collaboratively to study our school and ensure ongoing improvement of our excellent academic programs.

Upon entering the Torrey Hills School campus, it is evident that all students and adults are focused on creating and maintaining a positive learning environment that supports student and adult learning. Schoolwide assemblies, grade-level performances, lunch clubs, student leadership, and community service are among the many activities that enrich our school’s positive climate.

Through the support of our PTA and Education Foundation, a Tile Wall was installed in 2009–2010 and is updated annually to reflect new families. Using state and district funds, we added greater access to technology with use of iPads in K-2 and chromebook computers for all students in our 3-6 classrooms. Additionally, we have added iPads to our science lab, a variety of devices to our library media center, and state of the art audio visual equipment in our upper grade classrooms.

Our teachers and students continue to increase the use of technology within our classrooms through web-based projects, online programs to practice basic skills, podcasts, and writing for a real audience. Our PTA and our principal’s electronic newsletter communications keep our community informed about school and district news while reducing the use of paper resources.

Our school is committed to academic excellence and the education of every child. Our staff is dedicated to meeting the academic and social needs of every child, and our students are motivated to learn and achieve at high levels through enrichment, extension activities, differentiation, community service, and student responsibility.

Major Achievements – Most Recent Year

Torrey Hills School is committed to the development of the total child. This year we continue to develop our district wide STEAM+ initiative at Torrey Hills. We have redoubled our efforts to integrate the arts, science, and technology into our students everyday learning. Therefore, our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, research, and physical fitness as the important work in our classrooms. Teachers work side by side to read, write, and evaluate their learning related to the New Generation Science Standards as well as social studies curriculum. Additionally, we held our first STEAM+ family night in which our STEAM+ teachers developed an integrated, hands-on learning experience for students and their families.

We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become thoughtful and productive citizens in today's rapidly changing society. These programs include in depth learning projects in unique areas of interest, school clubs, participation in state and national academic competitions, student council, technology, science lab, news broadcasts created by students, and community service projects. This year we participated in the Great Kindness Challenge in which students participated in a week long challenge of doing as many acts of kindness as possible each day of school.

Our students participate and perform well in local and national competitions. Students in grades three through six earned special recognition, prizes, trophies, and ribbons in a variety of competitions this year, including the fifth grade essay contests, Robotics, and the Science Olympiad. During Ocean Week students in all grades engaged in hands-on learning to understand and preserve our ocean resources. Community experts give lectures and demonstrations to help our students make connections between their learning in school and the world beyond school.

Twice a year, students in fourth through sixth grade showcase their talent in a band concert and choir performance. All students perform in grade-level productions developed jointly by grade-level teams and the music teacher. An annual art festival highlights the creative designs our students produce in the art studio under the guidance of a certified art specialist.

Focus for Improvement – Most Recent Year

Our teachers, support staff, and parent leadership groups continuously refine effective use of a comprehensive, research-based character education program that fosters inclusion of, and respect for, all students as socially conscious citizens of their home, school, community, and the world. We continue to review our Positive School Climate Plan to ensure that all students and adults support the plan for a peaceful and productive learning environment. This year we are learning more about how to be confident and avoid bullying incidents at school through classroom meetings and readings, as well as the presentations from the Play It Safe organization.

Torrey Hills School engages in partnerships with local businesses and organizations for academic expertise, professional experiences, and financial support. This year we have begun our efforts with the Pitch In campaign to seek additional support.

We are fortunate to have a school community in which students and their families represent a wide variety of languages, cultures, and nationalities. We celebrate the individuality, heritage, and traditions of all students, staff, and their families. This year we are increasing our knowledge and efforts to support newcomers and students who are learning English as a second language. The implementation of our leveled literacy intervention program is already showing great promise to accelerate students' language acquisition.

As we continue to integrate technology throughout the curriculum, students in 3-6 grades use Chromebooks to increase their research skills and develop projects designed to communicate their learning to other students, teachers, and parents beyond their classrooms. Teachers provide links to websites that enable students to practice reading and mathematics skills at home or in the classroom. Under the guidance of a parent and the technology teacher, a committee of fourth, fifth, and sixth graders produce the annual Torrey Hills Yearbook. This publication reflects students' interests and highlights school wide events held throughout the year. Students take the photographs and design each page of the yearbook. Each year, school and district technology staff members offer internet safety seminars to parents. Together, we work to teach digital citizenship to our students.

Torrey Hills continues to increase and enhance visual and performing arts through our STEAM+ program. Parent and corporate contributions augment our district's commitment to the arts as we engage talented and certified specialists to provide instruction in music and visual and performing arts.

Torrey Hills offers a varied program to meet the needs of all students. Students who perform at the advanced levels receive differentiated instruction from their classroom teachers and our content area specialists. English Learners and students who need more time or specialized instruction to meet grade-level content standards receive additional support through differentiated classroom instruction and other services as appropriate to the students' needs.

Our school uses the professional learning community model to collaborate within and across grade-level teams to provide instruction to meet the varied learning needs of each student. Teacher teams review common assessments of classroom work, district benchmark tests, and state accountability measures to deepen their understanding of students' academic strengths and needs.

Torrey Hills' students consistently perform at very high levels in all academic content areas. Grade-level teams select goals in writing, mathematics, and language arts as areas of particular focus based on students' assessed strengths and needs. This year our focus on unpacking the reading standards to develop clear learning objectives in reading and vertically articulate reading expectations K-6. We continue to explore reading closely, matching students to texts, and asking text dependent questions will accelerate learning for all students in every curricular area.

Homework – Most Recent Year

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

School Schedule – Most Recent Year

DMUSD uses a time-banking schedule to create time for essential professional learning opportunities. With this schedule, weekly instructional minutes are reorganized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time-banked day for students, and school hours are 8 a.m. to 12:30 p.m. There are ten scheduled minimum days used for fall and spring parent- student-teacher conferences. All other school days, hours are 8 a.m. to 2:30 p.m.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	68
Grade 1	75
Grade 2	110
Grade 3	89
Grade 4	87
Grade 5	87
Grade 6	115
Total Enrollment	631

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.5%
Asian	39.9%
Filipino	1.3%
Hispanic or Latino	13%
Native Hawaiian/Pacific Islander	0%
White	37.9%
Two or More Races	6.8%
Socioeconomically Disadvantaged	2.9%
English Learners	16.6%
Students with Disabilities	13%
Foster Youth	0%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	35	36	36	255
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note:“Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Leadership – Most Recent Year

The quality of instruction and leadership at Torrey Hills School is excellent due to the cooperative effort of the entire staff as well as the support from our District Office. Our principal has 18 years of educational experience, with an emphasis on curriculum, instruction, and school improvement. She holds a J.D. from the University of Denver. This year we are joined by a district teacher leader on special assignment. This addition enhances our staff development and access to materials and data in supporting our students.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly leadership/governance, staff, and School Site Council (SSC) meetings. We update our Site Strategic Plan annually. Our SSC members, along with all staff members, review our progress toward our annual academic goals and address the needs of our students.

Achievement. At the end of the school year, the SSC reviews the results and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year. We make instructional and curriculum decisions that are aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	.00%	.00%
Low-Poverty Schools in District	100.00%	.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading/Language Arts 2003	Yes	0%
Mathematics	Pearson Investigations 2017	Yes	0%
Science	Houghton Mifflin Science California, 2005	Yes	0%
History-Social Science	Harcourt Brace Social Studies 2000	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Macmillan/McGraw-Hill Health & Wellness, 2005	Yes	0%
Visual and Performing Arts	McGraw-Hill Share the Music, 2005 site-based	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

GATE – Most Recent Year

DMUSD's educational program is a child-centered program based on the unique needs of each student. To ensure that the needs of our students are met, a goal of the DMUSD program is to provide meaningful, rigorous learning opportunities commensurate with the qualities and potential of each student. We know that all high-achieving students need an experience that challenges them and takes into consideration individual learning styles and special abilities. We do not formally identify and potentially limit students based on aptitude test scores; instead, we are committed to providing differentiated learning experiences for all high-achieving students enabling them to reach their potential. Those experiences include, but are not limited to, curriculum compacting, tiered assignments, high-level questioning, and flexible skills grouping.

Special Education – Most Recent Year

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

English Learners – Most Recent Year

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: September 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: September 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

Library – Most Recent Year

Our school library is accessible to all students. Each class visits the library on a regular basis. Students share literature and receive instruction in library skills, including research skills, to reinforce classroom learning.

Computers – Most Recent Year

We are very excited to be able to provide increased access to technology for our students. In addition to our state of the art lab, students have the use of a one-to-one device in grades 2-6 and in K-1 students have multiple devices in their classrooms for center work. Most recently, we added additional iPads to kindergarten, second grade, and in the science lab. The use of iPads and Chromebooks allows students to hone their research and writing skills and understanding of mathematics. We refreshed our technology lab and added desktops to our library media center.

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-6)	84%	84%	87%	87%	44%	48%
Mathematics (grades 3-6)	78%	77%	84%	84%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Six (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	84	84.85%	71.43%
Male	54	45	83.33%	62.22%
Female	45	39	86.67%	82.05%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	28	73.68%	82.14%
Filipino	--	--	--	--
Hispanic or Latino	18	16	88.89%	56.25%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	36	92.31%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	19	9	47.37%	77.78%
Students with Disabilities	17	16	94.12%	37.50%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	83	94.32%	83.13%
Male	45	44	97.78%	84.09%
Female	43	39	90.70%	82.05%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	29	90.63%	93.10%
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.91%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	38	97.44%	84.21%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	7	63.64%	71.43%
Students with Disabilities	12	12	100.00%	50.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	89	86.41%	87.64%
Male	51	44	86.27%	84.09%
Female	52	45	86.54%	91.11%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	33	82.50%	96.97%
Filipino	--	--	--	--
Hispanic or Latino	13	9	69.23%	77.78%
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	84.62%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	5	41.67%	80.00%
Students with Disabilities	17	16	94.12%	68.75%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	113	95.76%	90.27%
Male	60	55	91.67%	83.64%
Female	58	58	100.00%	96.55%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	41	93.18%	90.24%
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.44%	82.35%
Native Hawaiian or Pacific Islander				
White	46	45	97.83%	95.56%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	9	69.23%	44.44%
Students with Disabilities	14	13	92.86%	61.54%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results –Mathematics
 Disaggregated by Student Groups, Grades Three through Six (School Year 2015–16)
 Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	92	92.93%	67.39%
Male	54	49	90.74%	61.22%
Female	45	43	95.56%	74.42%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	33	86.84%	87.88%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.00%	38.89%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.87%	62.16%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	19	17	89.47%	58.82%
Students with Disabilities	17	16	94.12%	31.25%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	86	97.73%	83.72%
Male	45	45	100.00%	86.67%
Female	43	41	95.35%	80.49%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88%	93.55%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.00%	72.73%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	38	97.44%	81.58%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	10	90.91%	80.00%
Students with Disabilities	12	12	100.00%	50.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	92	89.32%	71.74%
Male	51	45	88.24%	62.22%
Female	52	47	90.38%	80.85%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	35	87.50%	85.71%
Filipino	--	--	--	--
Hispanic or Latino	13	10	76.92%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	39	95.12%	64.10%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	8	66.67%	25.00%
Students with Disabilities	17	17	100.00%	47.06%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	116	98.31%	85.34%
Male	60	58	96.67%	81.03%
Female	58	58	100.00%	89.66%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	43	97.73%	90.70%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.00%	72.22%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.83%	88.89%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	12	92.31%	58.33%
Students with Disabilities	14	14	100.00%	50.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grade 5)	91%	97%	90%	92%	94%	89%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grade Five (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	103	92%	89.32%	90.22%
Male	51	45%	88.24%	88.89%
Female	52	47%	90.38%	91.49%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	35%	87.50%	88.57%
Filipino	--	--	--	--
Hispanic or Latino	13	10%	76.92%	80.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	39%	95.12%	92.31%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	8%	66.67%	37.50%
Students with Disabilities	17	17%	100.00%	82.35%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Other Measures of Student Achievement – Most Recent Year

The information gained from carefully monitoring student learning helps to ensure every child attending school in DMUSD is provided with high-quality instruction. As no single assessment gives the whole picture of any child, our teachers are skilled at analyzing results of a variety of assessments alongside information gained from carefully observing each student as a learner in the classroom. This information provides a comprehensive profile of each child and is used to determine the best manner to support learning. While much of the assessment used by our teachers is classroom based, the following assessments are used districtwide:

- Educational Software for Guiding Instruction (ESGI): Kindergarten
- Developmental Reading Assessment (DRA): Kindergarten – Third Grade
- Writing and Math Performance Tasks: Kindergarten – Sixth Grade

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.20%	33.70%	41.30%

Note: Percentages are not calculated 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.



STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2016–17)

We strongly support community involvement in the classrooms and through many organizations. This year we had incredible participation in the STEAM+ Family Night where families experienced learning in each specialists’ classroom with their children. Our School Site Council is an elected group of parents and staff who meet regularly to study the effectiveness of curriculum and instruction. Additionally, our English Language Advisory Committee meets after every Principal Chat in order to discuss the needs and progress of English Learners. The PTA meets monthly and provides support for school programs and activities, and the Dad’s Club encourages and facilitates the participation of students’ fathers on campus. Parents are welcome to participate in their children’s education by serving as volunteers in classrooms or for school wide events. For more information on additional involvement opportunities, please contact the school. Our Del Mar Schools Education Foundation Committee also involves dedicated parents who sponsor our annual Holiday Hawks Cheer Campaign and our annual Pajama Jam. Our school year book is a parent and student sponsored club.

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.39	0.58	0.7	0.43	0.53	0.41	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

Discipline – Most Recent Year

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

Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment. This year we added a Peace Patrol to give Praise Notes and clarify game rules. We have implemented a mid-year review of playground rotations and sponsor an additional anti-bullying presentation. This year student Council will again sponsor the Kindness Challenge to encourage all students to think of others. Our staff has undertaken to provide instruction and practice in the Growth Mindset, to promote a positive sense of self-confidence and perseverance.

School Safety Plan – Most Recent Year

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

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards enable students to cross streets safely. Staff members supervise students 15 minutes prior to the start of school and at each recess and lunch period. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes. Our school safety plan was approved January 29, 2015. It is a working document and is regularly reviewed and updated. Most recently, our staff reviewed procedures for power outages.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	4		23		5		22		3	
1	17	4			22		3		19	4		
2	22		4		20	2	2		21	1	4	
3	22		4		21	1	3		22		4	
4	28		4		28		3		29		3	
5	27		2		28		4		25		4	
6	26		4		27		3		24		5	
Other	20	1	1		14	3			15	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.64	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non - teaching)	.53	N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Specialized Program/Staff – Most Recent Year

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community. It also provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Torrey Hills Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,295	\$2,253	\$8,042	\$79,920
District	N/A	N/A	\$8,217	\$78,068
Percent Difference – School Site and District	N/A	N/A	-2%	2%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	42%	12%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content specialists in the areas of science, technology, art, music, and physical education.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,685	\$44,507
Mid-Range Teacher Salary	\$77,093	\$68,910
Highest Teacher Salary	\$94,594	\$88,330
Average Principal Salary (Elementary)	\$119,678	\$111,481
Average Principal Salary (Middle)	N/A	\$115,435
Average Principal Salary (High)	N/A	\$113,414
Superintendent Salary	\$185,000	\$169,821
Percent of Budget for Teacher Salaries	46%	39%
Percent of Budget for Administrative Salaries	5%	6%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

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

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development.

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

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

Evaluation/Improving Teachers – Most Recent Year

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

New district teachers are evaluated annually for the first two years of their employment. Tenured teachers are evaluated every other year. Teachers are evaluated according to state evaluation guidelines and governing board policies. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by site principals and/or assistant principals, forwarded to the assistant superintendent of human resources and the superintendent for review, and filed in the employee's personnel file. Teachers receive assistance in formulating and implementing professional learning plans and administrative support is ongoing.

Substitute Teachers – Most Recent Year

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