

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Del Mar Hills Elementary

Address: 14085 Mango Dr. Del Mar, CA 92014-0640

Principal: Julie Lerner, Principal

Phone: (858) 755-9763

Email: jlerner@dmusd.org

Web Site: www.dmusd.org/hills

CDS Code: 37680566088983



Del Mar Union Elementary

Superintendent: Holly McClurg, Ph.D.

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, Ph.D.
 E-mail Address: hmcclurg@dmusd.org
 Web Site: www.dmusd.org

School Contact Information

Most Recent Year

School Name: Del Mar Hills Elementary
 Street: 14085 Mango Dr.
 City, State, Zip: Del Mar, CA 92014-0640
 Phone Number: (858) 755-9763
 Principal: Julie Lerner, Principal
 E-mail Address: jlerner@dmusd.org
 Web Site: www.dmusd.org/hills
 County-District-School
 (CDS) Code: 37680566088983

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

At Del Mar Hills Academy, we believe it is our responsibility to prepare our students to become productive members of our global society. The vision of college readiness is the heart and soul of all that we believe for our SurfRiders, and plays a significant role in our school culture. College readiness is not the expectation that all students will attend college; it is the belief we must prepare all students to have a full range of post-secondary education and training options available to them after high school. The skill set for a successful future mirrors the skill set required to gain entrance into college; and at the elementary school level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards. Some college spirit happenings at Del Mar Hills Academy include, but are not limited to: adopting a four-year college or university in every classroom; acknowledging students for demonstrating college-ready habits of learning; participating in our annual College Fun Field Day; showing off our hard work at our yearly Collegiate Open House; building our “college knowledge” as we acquire interesting and fun facts about the colleges we’ve adopted; and wearing our college t-shirts to school to cultivate team spirit and help us set the tone for academic learning.

Del Mar Hills Academy, home of the SurfRiders, embraces neighborhood children from kindergarten through sixth grade. When Del Mar Hills opened its doors in 1974, it was the third of three schools that made up the Del Mar Union School District. All members of our school community are very proud of our longstanding tradition of educational excellence. At the Hills, we have an ongoing commitment to academic excellence and education of the whole child, a staff dedicated to meeting the academic and social needs of every SurfRider, and a student body that is motivated to learn and achieve.

Our educational program is grounded in standards-based, progressive and developmental core-curricular instruction integrated with fine arts - science, technology, engineering, art, music and physical education. Highly skilled, credentialed specialists work with our students and grade-level teachers to enrich and reinforce standards-based concepts taught in each classroom. Our high functioning teacher/specialist collaboration meetings provide an optimum learning experience for each of our students.

Del Mar Hills' performance on state-wide assessments ranks toward the top of all schools across the State of California. Our SurfRiders continue to demonstrate growth on a variety of assessment measures. This is due, in large part, to our work in Professional Learning Communities which ensures data is driving our instruction to meet the varied needs of each one of our students. Continuous efforts are made to develop and implement differentiated instruction for students across our campus. Students enjoy engaging in standards-based, open-ended problem solving, as well as being challenged to employ 21st Century skills. By providing access to and experience with state of the art resources, our staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information. Our SurfRiders love to learn and truly enjoy coming to school.

The entire Del Mar Hills community is committed to providing an enriched and balanced educational experience for all of our students. Our high-performing staff is second to none, and our parents are truly active participants in their children's education. Our science, art, music, technology, and physical education programs are just a minute sample of what makes the Hills an exceptional place to learn. We treasure the small, close-knit community of Del Mar Hills Academy and value each day we work together toward helping our SurfRiders move along the path toward getting ready for college.

Major Achievements – Most Recent Year

At Del Mar Hills we recognize that in the real world, content knowledge is interwoven, layered and sophisticated... not experienced in isolation such as in traditional education settings. Our focus on the interconnected concepts between the core curriculum and the fine arts (STEAM+) - science, technology, engineering, art, music, and physical education - enables real-world connections to teaching and learning. Our STEAM+ instruction is designed to integrate these subjects via an inquiry-based, hands-on curriculum that more closely aligns with what students will experience in college and/or the workforce.

Through thoughtful collaboration among our teacher specialists and classroom teachers, we believe our carefully planned integrated curriculum will help our students acquire the skills vital for their success in the 21st century. Higher-order, open-ended questions that are based on real-world problems are essential to making our integrated curriculum meaningful. Classroom instruction is engaging, interdisciplinary, and requires students to work together, be creative, think divergently, and communicate their findings. We are particularly proud of our ability to develop programs that address current educational issues in order to provide students with the skills they need to become productive citizens in our rapidly changing global society. Our students enjoy unique offerings such as digital photography, art history, art literacy, digital film-making, gardening, Skype experiences with Scripps' scientists, instrumental music, and musical theater performances.

In mathematics, we continue to implement the principles of cognitively guided instruction (CGI) and align this work with grade level standards in every classroom. The use of technology, specifically Chromebooks, is in the hands of each child in third through sixth grade, and supports our students' instruction in writing across the curriculum. Our classroom teachers are regularly observed by staff within our district, as well as by staff from other districts, to see how we have successfully implemented CGI and one-to-one technology (Chromebooks) into our programs of instruction.

Focus for Improvement – Most Recent Year

At Del Mar Hills we maintain a laser-focus on our continual improvement in effort to ensure we are doing the best we can for the students we serve. To this end, we:

- Regularly engage in professional learning communities to analyze student data to drive our programs of instruction.
- Provide individualized/small-group instruction through push-in, co-teaching, and specialist support.
- Continue to develop, revise, and refine instruction aligned with CA State standards.
- Strengthen our school-wide use of the 8 Keys of Excellence principles to provide meaningful ways to build strong character via a school community where students, staff and parents have a common language and are a team in helping our SurfRiders become positive, effective, and collaborative global citizens.
- Provide professional development and support for teachers in Cognitively Guided Instruction to continue build their repertoire of research-based principles around teaching mathematics. This professional development continues to positively impact students' mathematical thinking skills and problem solving abilities.
- Provide professional development in the area of Writing to ensure students' continue to progress in their oral and written language skills via all three genres (narrative, opinion/argument, information/explanatory) across curricula areas.
- Work in district-wide grade level teams, and in site-specific vertical grade level teams to unpack the CA State ELA standards in a systematic manner that supports the teaching and learning that takes place during our blocks of reading/language arts instruction.

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	44
Grade 1	42
Grade 2	44
Grade 3	46
Grade 4	52
Grade 5	43
Grade 6	51
Total Enrollment	322

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	0.0%
Asian	11.5%
Filipino	0.0%
Hispanic or Latino	14.3%
Native Hawaiian/Pacific Islander	0.0%
White	62.7%
Two or More Races	10.2%
Socioeconomically Disadvantaged	7.5%
English Learners	7.1%
Students with Disabilities	9.9%
Foster Youth	0.0%

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	18	17	17	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

Julie Lerner, the principal of Del Mar Hills Academy, has a strong background in educational leadership and instructional expertise. Her core leadership values include, but are not limited to: being present and available to all stakeholders; guiding decisions with what's best for students; nurturing a positive school culture where everyone believes all students can and will succeed; engaging in continuous improvement; taking good care of the staff; and leading with humor, warmth, energy and integrity. Ms. Lerner has 10 years of administrative experience and an additional 13 years of teaching experience at the elementary school level.

The quality of instruction and high levels of leadership at Del Mar Hills Academy is extraordinary - this is due to the cooperative efforts of every single member of our staff. Staff and teacher-teams meet weekly for shared decision-making, and the School Site Council (SSC) meets quarterly. Our SSC, along with our entire teaching staff, study assessment data. Throughout the school year, the SSC reviews our school's progress via student data, and at the end of the year they use the results of our yearlong study to make recommendations for improvement and budget priorities. Based on these recommendations, the SSC agrees to allocate School Site Improvement funds to further support our programs for the following school year.

Del Mar Hills has a detailed Site Strategic Plan that is updated annually. We develop curriculum and align it in accordance with State frameworks, CA Curriculum Standards, district policies, and student instructional needs. Professional learning community teams continually analyze student performance to develop and align instruction that is driven by student need.

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%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100%	0%

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: October 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: October 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

At Del Mar Hills, every student actively uses technology to develop 21st Century skills within a safe and secure digital environment. To that end, technology is effectively used as a learning tool in every classroom to support instruction across curricula areas. For example, every student in third through sixth grades have a Chromebook which they use on a daily basis to enhance and extend their writing instruction. Additionally, all classrooms in kindergarten through second grade have a set of iPads (8) which students rotate through and utilize to access supplemental programs that support math and reading progress during small group instruction.

On a bi-weekly basis, our students participate in lessons that have them stretch and apply their knowledge to real-world applications in our dedicated Technology Lab which is led by a credentialed teacher who guides and facilitates their learning. Additionally, our kindergarten through second grade students regularly visit our Primary Technology Lab where they work on web-based programs to further personalize their learning in literacy and math.

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 3-8 and 11)	82.0%	87.0%	87.0%	87.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	77.0%	83.0%	84.0%	84.0%	34.0%	36.0%

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	48	43	89.6%	83.7%
Male	24	20	83.3%	80.0%
Female	24	23	95.8%	87.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	82.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	54	50	92.6%	92.0%
Male	28	26	92.9%	88.5%
Female	26	24	92.3%	95.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	100%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	v			

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 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	44	97.8%	86.4%
Male	25	24	96.0%	75.0%
Female	20	20	100%	100%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	84.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	49	96.1%	85.7%
Male	26	26	100%	84.6%
Female	25	23	92.0%	87.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	39	97.5%	84.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	48	46	95.8%	87%
Male	24	22	91.7%	90.9%
Female	24	24	100%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	89.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	52	96.3%	84.6%
Male	28	28	100%	75%
Female	26	24	92.3%	95.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	29	93.6%	86.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	44	97.8%	84.1%
Male	25	24	96.0%	79.2%
Female	20	20	100%	90.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	81.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	51	50	98.0%	76.0%
Male	26	26	100%	73.1%
Female	25	24	96.0%	79.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	39	97.5%	74.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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)	92%	96%	64%	92%	94%	89%	60.0	56.0	54.0

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	45	45%	100%	64.4%
Male	25	25%	100%	64.0%
Female	20	20%	100%	65.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34%	100%	67.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	6.7%	37.8%	51.1%

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.

ENGAGEMENT

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)

Del Mar Hills recognizes the importance of the partnership between home and school, and to this end remains committed to supporting parents as partners in educating our students. The parent community at Del Mar Hills is very accommodating when it comes to supporting and assisting us with meeting the needs of each one of our SurfRiders. We strongly encourage community involvement through multiple venues. The School Site Council is an elected group composed of parents and staff, who meet four times each year to study the effectiveness of curriculum and instruction throughout our campus. The PTA meets monthly and provides a tremendous amount of support for school programs, family-fun activities, and community-building events. Our Dads Club encourages and facilitates the participation of our students' dads on campus via a variety of well attended events before, during, and after school. In addition, parents are always welcome, and encouraged, to participate in their children's education by serving as volunteers in classrooms and/or to partake in school-wide events. For more information on additional parent involvement opportunities, please contact the school.

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	1.15	1.64	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 campus. 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 good character and citizenship. Our school has a progressive discipline plan in place that is communicated to students and parents on a regular basis. Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect.

Every stakeholder on our campus lives by the 8 Keys of Excellence principles. The 8 Keys of Excellence lay the framework for a supportive, trusting environment where each person is valued and respected. These principles include: this is it, ownership, speak with good purpose, commitment, failure leads to success, integrity, flexibility, and balance. We reward positive behavior on a regular basis and maintain an optimistic, safe, and active environment throughout our entire school campus. We begin each month with a SurfRiders Rock! Assembly where all students, staff, and families come together to support our "college crazy" culture. These assemblies also connect college readiness to our character education program via a student-led, spirited gathering which highlights the Key of Excellence we plan to focus on for that month.

School Safety Plan – Most Recent Year

Del Mar Hills places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Visitors to the school must enter through the main office, sign in, and wear a badge/sticker if they wish to enter our campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Our school environment is clean and conducive to productive learning. Our Comprehensive School Safety Plan (CSSP) incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with our 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, earthquake, and lockdown drills and each classroom is equipped with a backpack containing emergency supplies (should they be needed).

Our school complies with district safety and security procedures. Our lead custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students 15 minutes prior to the start of school, and at each recess period, and for 15 minutes after dismissal.

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	NA	NA
First Year of Program Improvement	NA	NA
Year in Program Improvement*	NA	NA
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	21	1	2		19	3			22		2	
1	20	2			23		2		21		2	
2	21		2		20	1	1		22		2	
3	20	1	1		22		2		23		2	
4	29		2		25		2		26		2	
5	21		2		29		2		22		2	
6	19	2			23		2		26		2	
Other												

* 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	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	.5	N/A
Other		

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 nights; effective classroom instruction; and ongoing professional learning opportunities for teachers, aides, parents, and community members. Our district also provides a variety of support services, including a school psychologist who regularly consults with school personnel concerning student welfare. Small-group counseling is provided for matters such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Del Mar Hills Student Success Team is another level of support for students who continue to struggle despite valiant efforts and good first teaching. A full-time registered nurse is available for students in the district, and our health office is staffed with an incredibly warm, knowledgeable, and efficient health technician on a daily basis.

Our school also supports STEAM+ specialist 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	\$11,325	\$2,250	\$9,075	\$80,209
District	N/A	N/A	\$8,217	\$79,833
Percent Difference – School Site and District	N/A	N/A	10.44%	0.47%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	61%	4%

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	46.0%	39.0%
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.