# Del Mar Hills Elementary

## School Accountability Report Card
## Reported Using Data from the 2017—18 School Year
### California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## Julie Lerner, Principal

⚲ Principal, Del Mar Hills Elementary

### About Our School

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 based on 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 is in her thirteenth year serving as a site-based administrator and has an additional thirteen years of teaching experience at the elementary school level.

The quality of meaningful instruction and high levels of collaborative leadership at Del Mar Hills Academy is extraordinary - this is due in large part to the collective efforts of every member of the Del Mar Hills staff. Staff and teacher-teams meet on a regular basis to engage in shared decision-making about what's best for students by analyzing informal and formal assessment data to identify students' strengths and needs, and use this information to determine next instructional steps. Our School Site Council (SSC) meets quarterly to develop, review and evaluate school improvement programs and school budgets. The SSC reviews our school's ongoing progress and they use this information to make recommendations for improvement and budget priorities. Based on these recommendations, the SSC agrees to allocate Site Improvement funds to further support our programs in an effort to meet the range of our students' needs.

Del Mar Hills Academy has a detailed Site Strategic Plan that is updated annually. Our teachers continue to develop highly motivating, meaningful, student-centered instructional units of study and align them in accordance with State frameworks, CA Curriculum Standards, district initiatives and students' instructional needs. Professional learning teams continually analyze student performance to develop and align instruction that is driven by student need.

### Contact

*Del Mar Hills Elementary*
*14085 Mango Dr.*
*Del Mar, CA 92014-0640*

*Phone: 858-755-9763*
*E-mail: jlerner@dmusd.org*

# About This School

## Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|---|---|
| **District Name** | Del Mar Union Elementary |
| **Phone Number** | (858) 755-9301 |
| **Superintendent** | Holly McClurg |
| **E-mail Address** | hmcclurg@dmusd.org |
| **Web Site** | http://www.dmusd.org |

| School Contact Information (School Year 2018—19) | |
|---|---|
| **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 |

*Last updated: 12/7/2018*

## School Description and Mission Statement (School Year 2018—19)

**School Description and Mission Statement (School Year 2018–19)**

At Del Mar Hills Academy, we believe it is our collective responsibility to prepare our students to become productive members of the global society. The vision of college readiness is central to what 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, and demonstrates mastery of the skills that matter most – the ability to think and learn across disciplines, connect ideas, create new knowledge, and engage in breakthrough thinking. Some college readiness experiences at Del Mar Hills Academy include, but are not limited to: adopting a four-year college or university in every classroom on campus; kicking off each month with a "SurfRiders Rock!" assembly where we connect our college-crazy spirit to the focus of our character education program; wearing college clothing to set the tone for academic learning; and building our "college knowledge" as we acquire interesting and fun facts about the colleges we've adopted across our campus.

Del Mar Hills Academy, home of the SurfRiders, welcomes and educates neighborhood children from kindergarten through sixth grade. When Del Mar Hills Academy opened its doors to students in 1974, it was the third school in the Del Mar Union School District. The members of our school community are proud of the longstanding tradition of providing educational excellence throughout the past forty-plus school years. 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 emotional needs of every SurfRider, and a student body that is motivated to learn and achieve.

Our educational program is grounded in a strong academic core delivered through high quality instruction. We pride ourselves in developing standards-based, progressive, meaningful learning opportunities that are integrated across disciplines to ensure students develop essential skills and competencies. Highly skilled, credentialed specialists in the areas of STEAM education team with our students, and grade-level teachers, to enrich and reinforce standards-based concepts introduced via classroom instruction. Our extraordinary teacher collaboration provides a richly integrated learning experience for each one of our students.

Del Mar Hills students' performance on the Smarter Balanced assessment place in the top percentage of student performance among all elementary 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 collective commitment to engage as a professional learning community toward ensuring classroom instruction is always driven by our students' needs. Presenting targeted, differentiated, high-quality instruction is a fundamental goal in every classroom, for every student on our campus. 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 appreciate a variety of opportunities to learn, think, tinker, create, innovate, and as a result, they genuinely enjoy the time they spend at Del Mar Hills Academy.

The entire Del Mar Hills community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff, coupled with our parent partnerships, is what makes our school an exceptional place for children to learn.

**Major Achievements – Most Recent Year**

At Del Mar Hills Academy 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 that exist between and among the core curriculum and the fine arts enables our staff to design instruction that connects real-world concepts and ideas to teaching and learning. Our STEAM+ education program continues to work toward emphasizing an interdisciplinary approach to learning via robust and engaging opportunities for all students that take place in dynamic environments that support critical thinking, innovation, collaboration and problem solving.

To ensure we establish a program of instruction that engages our students in more meaningful learning opportunities across settings, we set aside professional learning time each week for our teacher specialists to communicate with classroom teachers. We believe this collaborative effort leads to instruction that captivates students in real-world experiences where content knowledge is interwoven linking science, technology, engineering, the arts, math and more. Additionally, these experiences support students in acquiring the skills that matter most 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, to be creative, to think divergently, and to communicate their findings. We are particularly proud of our ability to develop programs that address current issues and concerns 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, from Mind to Design (3D design), art history, art literacy, designing murals, exploring and experimenting with chemical reactions (Potent Potables), gardening, SurfRider Symphony, musical theater performances, and so much more.

In mathematics, our teachers continue to implement the principles of Cognitively Guided Instruction (CGI) and align this methodology with grade level standards in every classroom. The use of technology, specifically Chromebooks, is in the hands of each child in second through sixth grade and supports our students as they work collaboratively to research, design, create, innovate and write. Our classroom teachers have been observed by staff within our district, as well as from other districts, to see how we have successfully implemented CGI and one-to-one technology (Chromebooks) into our programs of instruction. In addition, our Library Media Specialist has been observed by staff throughout San Diego County to highlight the manner in which our library has transformed into an innovative teaching and learning experience for all students.

We are extremely proud of our students' performance on the Smarter Balanced Assessment. Del Mar Hills Academy students scored among the top performing schools across the state of CA. Of significance, the percentage of students who met and/or exceeded the achievement standards continues to be at or above our district average. This continued high performance is the result of steadfast, intentional teaching and learning, as well as our staff and students' tenacity to continuously improve.

**Focus for Improvement – Most Recent Year**

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

- Regularly engage in professional learning to address current educational issues in an effort to provide students with the skills needed to become productive citizens in today's rapidly changing society.

- Participate in professional learning communities where staff analyzes student performance via common assessments and utilizes this information drive their programs of instruction.

- Work toward developing a deeper understanding of making thinking visible (thinking routines) to ensure all teachers present a variety of intentional opportunities for our students to engage in routines designed to promote a culture of thinking and learning in every classroom.

- Deliver individualized/small-group instruction through push-in and specialist support.

- Provide targeted interventions to students who struggle to meet grade level performance standards in ELA.

- Provide targeted interventions to upper grade students who struggle to meet grade level performance standards in Math.

- Continue to develop, revise and refine meaningful instruction that is aligned with CA State standards.

- Focus on our school-wide use of the 8 Keys of Excellence principles to provide meaningful ways to build strong character within a community where students, staff and parents have a common language and work together to support our SurfRiders toward embodying valuable life principles that lead to positive habits, added confidence and increased motivation.

- Launched school-wide implementation of the Second Step social-emotional learning program to help transform our school into a supportive, successful learning environment uniquely equipped to help our SurfRiders thrive.

- Provide professional development and support for teachers in Cognitively Guided Instruction (CGI) to continue build their repertoire of research-based principles around teaching mathematics. This professional learning continues to positively impact students conceptual understanding of math while building their thinking skills and problem solving abilities.

- Provide professional development in the area of literacy to ensure students continue to progress in making connections between reading and written language skills via all genres (i.e. fiction/non-fiction, narrative, opinion/argument and information/explanatory) across curricula areas.

**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.

**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 fourteen 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.

**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.

**Other Measures of Student Achievement**

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

*Last updated: 1/7/2019*

## Student Enrollment by Grade Level (School Year 2017—18)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 41 |
| Grade 1 | 39 |
| Grade 2 | 47 |
| Grade 3 | 46 |
| Grade 4 | 46 |
| Grade 5 | 39 |
| Grade 6 | 52 |
| Total Enrollment | 310 |
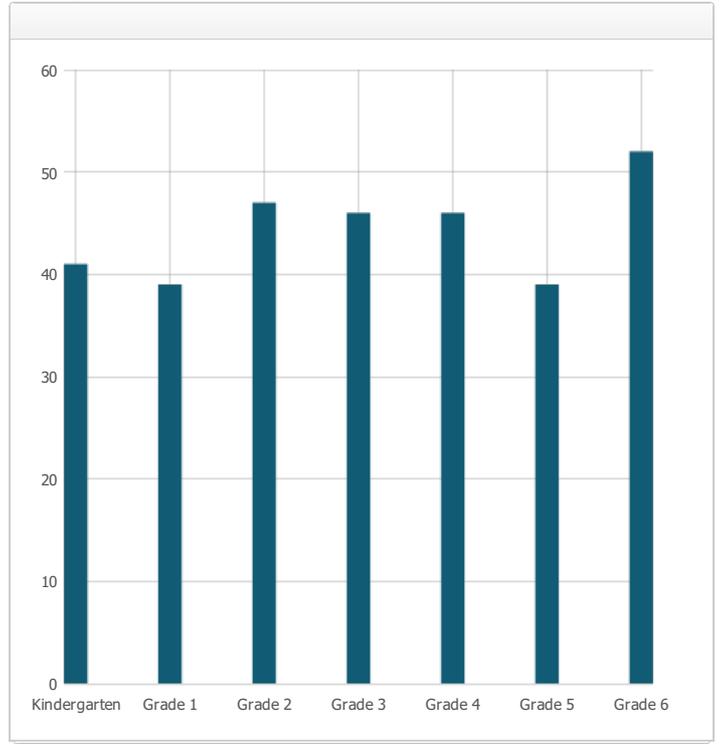
*Last updated: 12/7/2018*

## Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.3 % |
| American Indian or Alaska Native | % |
| Asian | 10.6 % |
| Filipino | 0.6 % |
| Hispanic or Latino | 18.7 % |
| Native Hawaiian or Pacific Islander | % |
| White | 60.0 % |
| Two or More Races | 9.7 % |
| Other | 0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 13.9 % |
| English Learners | 10.3 % |
| Students with Disabilities | 12.3 % |
| Foster Youth | % |

# 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 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|---|---|---|---|
| With Full Credential | 18 | 18 | 17 | 244 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |
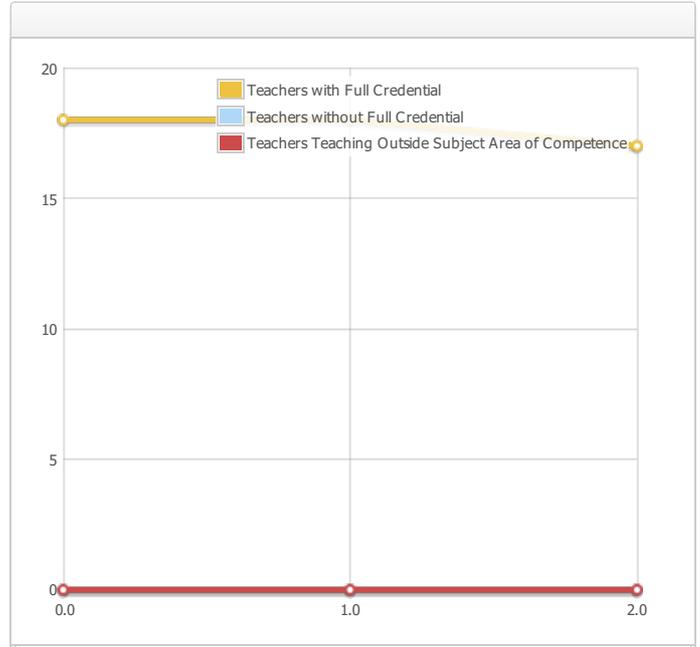


*Last updated: 12/17/2018*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
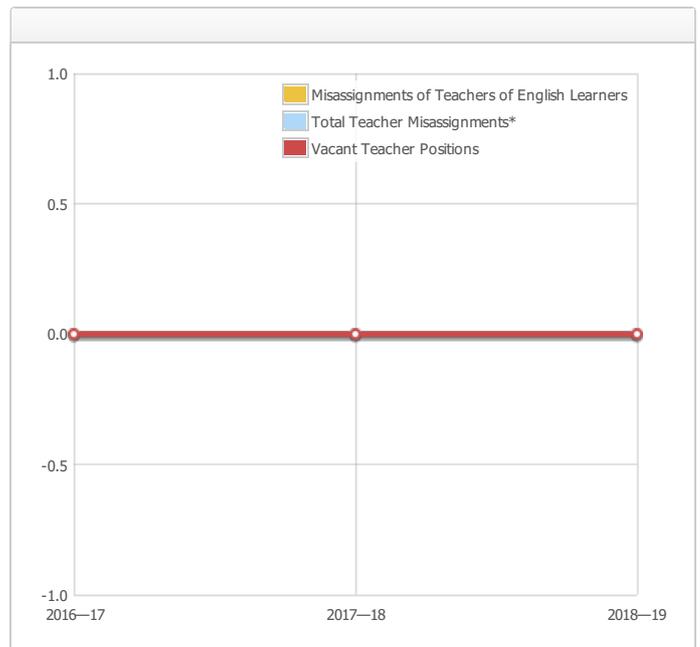


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

*Last updated: 12/13/2018*

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | McGraw Hill Wonders, 2017, Grades K-5<br><br>McGraw Hill StudySync, 2015, Grade 6 | Yes | 0.0 % |
| Mathematics | Kathy Richardson Developing Number Concepts, Grade K<br><br>Pearson Investigations Common Core State Standards Math, 2017, Grades 1-5<br><br>Pearson Connected Math, CMP3, 2014, Grade 6 | Yes | 0.0 % |
| Science | Houghton-Mifflin Science CA, 2005, Grades K-5<br><br>Prentice Hall Earth Science, 2006, Grade 6<br><br>Foss NGSS Kits, Grades K-6 | Yes | 0.0 % |
| History-Social Science | Harcourt Brace Social Studies, 2000, Grades K-6 | Yes | 0.0 % |
| Foreign Language | Not Applicable | | 0.0 % |
| Health | SPARK PE, Grades K-6 | Yes | 0.0 % |
| Visual and Performing Arts | Share the Music, McGraw-Hill, Grades K-6<br><br>Site Based | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 12/7/2018

## 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.

The District completed an extensive Facilities Master Plan that analyzed the state of the existing eight campus facilities. Much of the current work includes deferred maintenance of many repairs to HVAC, plumbing, new waterless urinals, repairs to play equipment, painting of classrooms and exterior.

The District Facilities Master Plan is located at: www.dmusd.org/Page/8602.

*Last updated: 12/19/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

| Overall Rating | Exemplary |
|---|---|

*Last updated: 12/7/2018*

## 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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 88.0% | 87.0% | 86.0% | 86.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 84.0% | 84.0% | 84.0% | 84.0% | 37.0% | 38.0% |

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.

Note: ELA and Mathematics 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/7/2018*

## CAASPP Test Results in ELA by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2017—18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 184 | 178 | 96.74% | 86.52% |
| Male | 98 | 94 | 95.92% | 79.79% |
| Female | 86 | 84 | 97.67% | 94.05% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | | | | |
| Asian | 23 | 20 | 86.96% | 100.00% |
| Filipino | | | | |
| Hispanic or Latino | 36 | 35 | 97.22% | 65.71% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 102 | 100 | 98.04% | 92.00% |
| Two or More Races | 22 | 22 | 100.00% | 81.82% |
| Socioeconomically Disadvantaged | 27 | 25 | 92.59% | 80.00% |
| English Learners | 23 | 19 | 82.61% | 68.42% |
| Students with Disabilities | 19 | 18 | 94.74% | 55.56% |
| 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 12/7/2018*

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2017—18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 184 | 183 | 99.46% | 83.61% |
| Male | 98 | 98 | 100.00% | 83.67% |
| Female | 86 | 85 | 98.84% | 83.53% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | | | | |
| Asian | 23 | 23 | 100.00% | 82.61% |
| Filipino | | | | |
| Hispanic or Latino | 36 | 36 | 100.00% | 69.44% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 102 | 101 | 99.02% | 92.08% |
| Two or More Races | 22 | 22 | 100.00% | 68.18% |
| Socioeconomically Disadvantaged | 27 | 26 | 96.30% | 61.54% |
| English Learners | 23 | 23 | 100.00% | 65.22% |
| Students with Disabilities | 18 | 17 | 94.44% | 47.06% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

Note: Mathematics 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 12/7/2018*

## CAASPP Test Results in Science for All Students
## Grades Five, Eight and High School
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 12/7/2018*

# 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 2017—18)

| 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 | 7.9% | 23.7% | 57.9% |

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.

Last updated: 12/12/2018

## C. 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 2018—19)

Del Mar Hills Academy 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 Academy is especially 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 students' dads on campus via a variety of well-attended events before and after school throughout the year. In addition, parents are always welcome and encouraged to participate in their children's education by serving as volunteers in classrooms and/or partaking in school-wide events. For more information on additional parent involvement opportunities, please contact the school.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# 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

|  | School | School | School | District | District | District | State | State | State |
|---|---|---|---|---|---|---|---|---|---|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 0.3% | 0.6% | 0.9% | 0.6% | 0.5% | 0.3% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
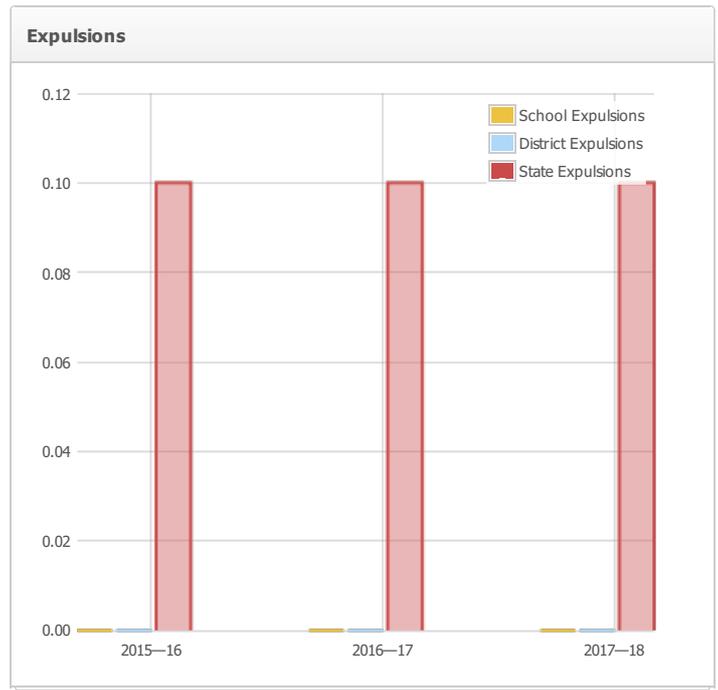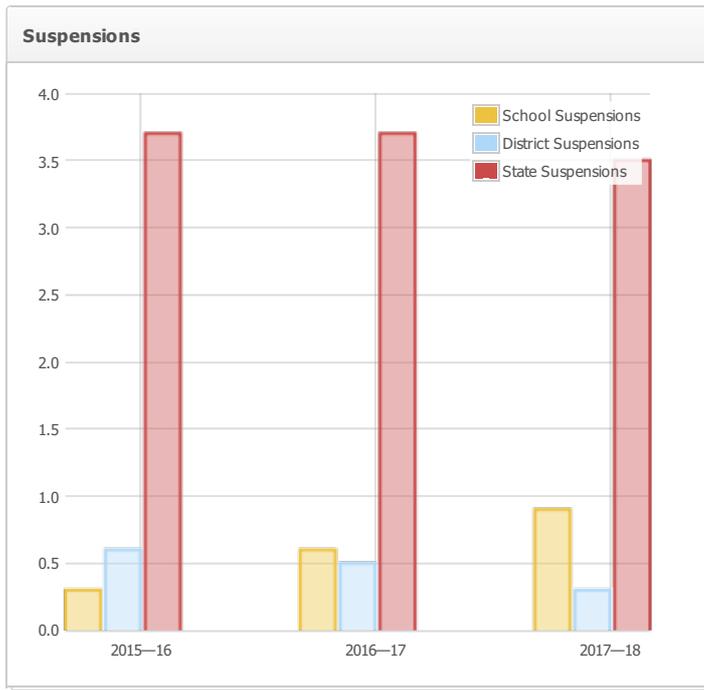




*Last updated: 12/7/2018*

## School Safety Plan (School Year 2018—19)

Del Mar Hills Academy 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, log into the Raptor Visitor Management system 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, orderly 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. All staff have been trained in the Options Based Response protocol. We conduct regularly scheduled fire, earthquake 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 plant manager makes a visual inspection of the campus every morning before students arrive. School staff serve as crossing guards to ensure students cross the streets safely before and after school. Staff members supervise students 15 minutes prior to the start of school, at each recess and lunch period, and for 15 minutes at the end of each school day.

**Discipline – Most Recent Year**
A friendly, warm and welcoming attitude toward children, adults 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 engage students' 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 yearly basis (or as needed). Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline and respect.

Every stakeholder on our campus lives by the principles outlined in the 8 Keys of Excellence. 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 daily 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 connect the excitement of 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.

Last updated: 12/13/2018

# 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.

## Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 22.0 | | 2 | |
| 1 | 21.0 | 1 | 1 | |
| 2 | 22.0 | | 2 | |
| 3 | 23.0 | | 2 | |
| 4 | 26.0 | | 2 | |
| 5 | 22.0 | | 2 | |
| 6 | 26.0 | | 2 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 17.0 | 2 | | |
| 1 | 24.0 | | 2 | |
| 2 | 23.0 | | 2 | |
| 3 | 24.0 | | 2 | |
| 4 | 23.0 | | 2 | |
| 5 | 25.0 | | 2 | |
| 6 | 23.0 | | 2 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 21.0 | 1 | 1 | |
| 1 | 20.0 | 2 | | |
| 2 | 24.0 | | 2 | |
| 3 | 23.0 | | 2 | |
| 4 | 23.0 | | 2 | |
| 5 | 20.0 | 2 | | |
| 6 | 26.0 | | 2 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

*Last updated: 12/7/2018*

## Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.6 | N/A |
| Psychologist | 0.4 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non-teaching) | 0.3 | 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.

Last updated: 12/17/2018

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $12569.0 | $1892.0 | $10677.0 | $85007.0 |
| District | N/A | N/A | $9589.0 | $86388.0 |
| Percent Difference – School Site and District | N/A | N/A | 11.0% | -1.5% |
| State | N/A | N/A | $6574.0 | $76046.0 |
| Percent Difference – School Site and State | N/A | N/A | 50.0% | 12.0% |

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

Last updated: 1/17/2019

# Types of Services Funded (Fiscal Year 2017—18)

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.

*Last updated: 12/19/2018*

# Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
| --- | --- | --- |
| Beginning Teacher Salary | $53,530 | $48,064 |
| Mid-Range Teacher Salary | $83,655 | $75,417 |
| Highest Teacher Salary | $102,645 | $94,006 |
| Average Principal Salary (Elementary) | $129,113 | $119,037 |
| Average Principal Salary (Middle) | $ | $123,140 |
| Average Principal Salary (High) | $ | $135,974 |
| Superintendent Salary | $214,000 | $183,692 |
| Percent of Budget for Teacher Salaries | 45.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

**Teacher Salary Chart**



**Principal Salary Chart**
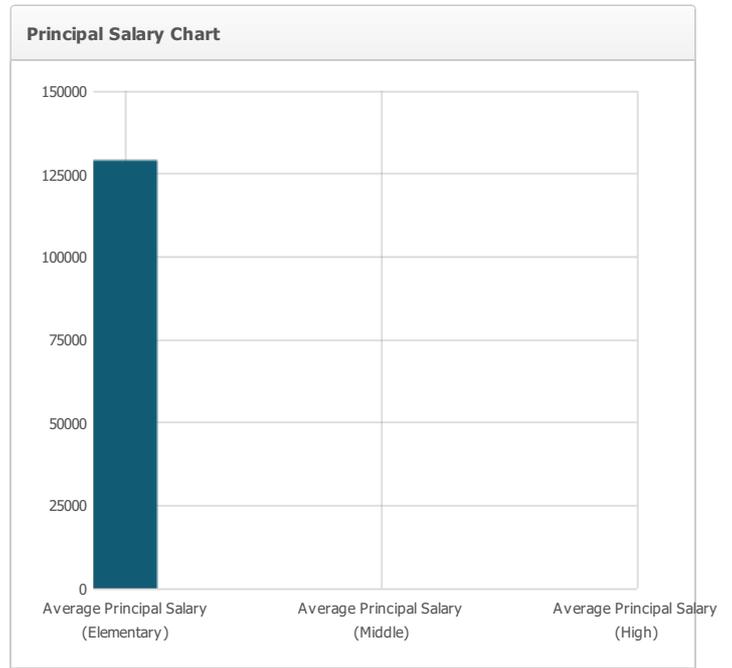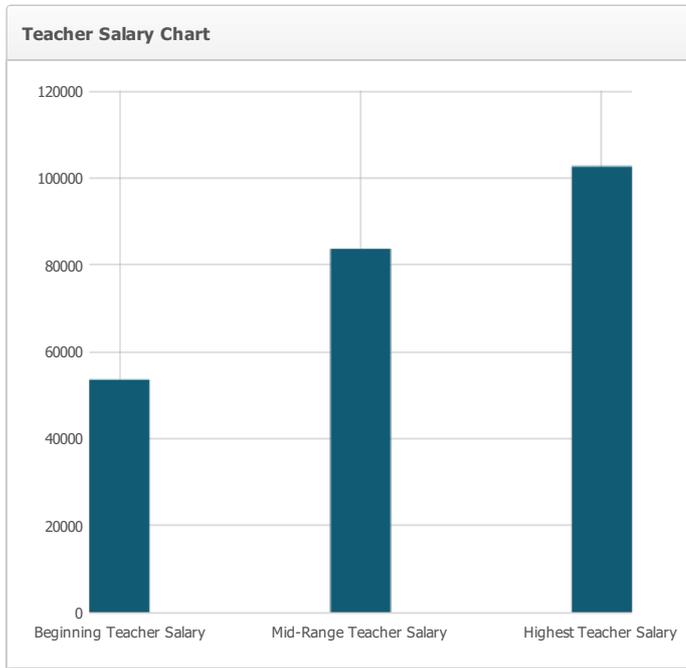


*Last updated: 12/7/2018*

# Professional Development

**Professional Development – Most Recent Three Years**
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 and district 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 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.

*Last updated: 12/19/2018*