

Carmel Del Mar Elementary

School Accountability Report Card Reported Using Data from the 2018—19 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/fq/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, Carmel Del Mar Elementary

About Our School

Julie Lerner, the principal of Carmel Del Mar School, 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. Although this is Ms. Lerner's first year at Carmel Del Mar, she is in her fourteenth 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 Carmel Del Mar School is incredible - this is due in large part to the collective efforts of every member of the Carmel Del Mar 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 using 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.

Carmel Del Mar School 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, California State Standards, district initiatives and students' instructional needs. Our collaborative teaching teams continually analyze student performance to develop and align instruction that is driven by student need.

Contact

*Carmel Del Mar Elementary
12345 Carmel Park Dr.
San Diego, CA 92130-2222*

Phone: 858-481-6789
Email: jlerner@dmusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Del Mar Union Elementary
Phone Number	(858) 755-9301
Superintendent	Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	http://www.dmusd.org

School Contact Information (School Year 2019—20)	
School Name	Carmel Del Mar Elementary
Street	12345 Carmel Park Dr.
City, State, Zip	San Diego, Ca, 92130-2222
Phone Number	858-481-6789
Principal	Julie Lerner, Principal
Email Address	jlerner@dmusd.org
Website	http://www.dmusd.org/cdm
County-District-School (CDS) Code	37680566110696

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

Carmel Del Mar School (CDM), home of the Dragons, welcomes and educates neighborhood children from kindergarten through sixth grade. When CDM opened its doors to students in 1992, it was the first school east of Interstate 5 in the Del Mar Union School District. The members of our school community are proud of our longstanding tradition of providing educational excellence throughout the past twenty-six school years. At CDM, 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 Dragon, and a student body that is motivated to learn and achieve.

This year, we enthusiastically opened our doors to 565 students in 25 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 22:1 and fourth through sixth grade maintain a student to teacher ratio of 28:1.

Our collective goal is to create a learning environment that is rigorous, innovative, inspiring and nurturing as we work together to prepare students for success in a rapidly changing global society. We aspire to help students realize their individual potential through our challenging and differentiated academic programs. Modern Learning Studios have been implemented in all third through sixth grade classrooms in an effort to realize the potential and effects an agile and innovative learning environment can have on student engagement, teaching and learning. Prototypes for primary Modern Learning Studios are in the process of being developed.

In addition, we want each student to develop positive self-esteem, integrity, an appreciation of the arts, an interest in science, and an understanding of technology as an important tool in learning. Through our STEAM+ program, we offer STEAM education classes taught by credentialed specialists to all students in the areas of visual art, music, technology, physical education, and scientific investigation. We support the social and emotional wellbeing of students through lessons that teach invaluable skills that help them navigate their way through school, and the world beyond, via the use of the Second Step SEL Program.

We believe that building relationships is critical to meaningful collaboration. To that end, we encourage the support and involvement of our families, community members and business partners as we work together to meet the unique needs of each one of our students. When all stakeholders feel they are valued members of the learning community, they develop a sense of ownership and efficacy that transforms teaching and learning. The entire CDM School community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff coupled with our strong parent partnerships, makes CDM a wonderful place for our students to learn.

Major Achievements – Most Recent Year

- Carmel Del Mar School added three Modern Learning Studio classrooms in 3rd grade.
- All CDM classroom teachers have continued training in Cognitively Guided Instruction, a methodology that supports problem-solving and conceptual understanding in math. This has increased teacher competency in the implementation of the California Standards in the area of mathematics.
- Carmel Del Mar School has made a schoolwide commitment to improving our students as readers. Schoolwide implementation of the Wonders English Language Arts comprehensive curriculum has occurred in grades Kindergarten through Fifth, and StudySync in Sixth Grade.
- Chromebooks were utilized by students in second through sixth grade to support teaching and learning occurring in these classrooms.
- iPads were utilized in Kindergarten and First Grade classrooms, giving these students access to digital technology resources to support small group instruction.
- A strength of Carmel Del Mar School is a high level of parent and community support. CDM has developed productive community partnerships and maintains an active PTA. In addition, parent volunteers work daily in classrooms to support teachers and students in a variety of ways and support lunch clubs that enhance

the education of students at CDM.

- Carmel Del Mar School is committed to the development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science and physical education. Students receive regular instruction by credentialed teachers in these areas through our STEAM+ program. CDM families are highly supportive of the Del Mar Schools Education Foundation, who assist in funding these important programs.
- In addition to our STEAM+ classes, CDM is proud to offer students a variety of clubs such as: Zoo Crew, Open Art Studio, Mileage Club, Math 24, Dragon Math, Green Team, Science Field Day, Yearbook, American Computer Science League, and Robotics. Our school community showcases student work at our annual Winterfest celebration, Open House, and Invention Fair. CDM also hosts a STEAM+ Family Night in which students and families participate in hands-on, multidisciplinary learning experiences.
- Carmel Del Mar School participates in many activities that enhance our school wide focus on social emotional learning. We participated in the Great Kindness Challenge and a service-learning project that collected donations and supplies for a school in need. CDM uses a comprehensive social-emotional curriculum called Second Step to help our students learn essential skills that help them navigate through our school as well as the community at large.

Focus for Improvement – Most Recent Year

1) Carmel Del Mar teachers continued to focus on Reading and Writing instruction aligned with the California State Content Standards and Science instruction aligned with the Next Generation Science Standards through the following efforts:

- Teachers will use the DMUSD Language Arts Toolkit and district curriculum to plan and deliver rigorous, standards-based reading and writing instruction that is aligned to the California State Content Standards.
- Teachers will provide differentiated reading instruction to students by utilizing methodologies learned in trainings.
- Teachers will implement the Wonders/StudySync program by intentionally choosing learning experiences within this program that are based on students' formative assessment data and clear learning targets.
- Learning Center/Functioning Life Skills teachers will attend targeted instructional trainings.
- All 2nd, 3rd, 4th, 5th, and 6th grade students will utilize Google Docs as a tool to support an effective writing program-revising, editing, publishing, as well as collaboration and feedback.
- Teachers will attend English Language Development, Wonders and StudySync literacy trainings.
- Teachers will attend professional learning in the area of the Essential Elements of Instruction - Setting the Objective at the Correct Level of Difficulty.
- Teachers will teach all science units aligned to the Next Generation Science Standards and use Mystery Science materials to support hands-on learning experience.

2) Carmel Del Mar teachers will continue to focus on math Instruction aligned with the California State Content Standards through the following efforts:

- Teachers will continue to use Cognitively Guided Mathematic practices and district adopted supplementary materials to plan and deliver math instruction that is guided by and aligned to the California State Content Standards.
- Teachers continue to refine the integration of Cognitively Guided Instruction and California State Content Standards (math) when planning, delivering, and assessing math instruction.
- All teachers will attend Cognitively Guided Math Instruction (CGI) Professional Development designed specifically for their needs.
- Teachers will continue to progress along the CGI learning continuum by implementing methodologies learned in trainings.
- Teachers will use supplementary materials in a way that aligns with CGI methodologies and will ensure grade level content is mastered

3) Carmel Del Mar teachers will continue to collaborate in grade level and vertical teams to analyze data, plan instructional units, and implement instructional strategies that target student needs at a variety of instructional levels.

4) Teachers will continue to create a Culture of Thinking and Innovation at Carmel Del Mar School.

- Professional learning will be provided to all teachers in the area of "Opportunities" from the book Creating Cultures of Thinking.
- Teachers will continue to shift school environments and schedules to support collaboration, student agency, creativity and productivity.
- Student learning environments will display the process of learning and student thinking.
- Teachers will provide brain boosts throughout the day to improve engagement.
- Three Modern Learning Studio classroom environments will be developed for second grade.
- Fourth through Sixth Grade teachers will expand their implementation of PowerSchool, a learning management system.
- Teachers will attend professional learning in technology and Design Thinking
- Design Thinking projects will occur in all kindergarten through sixth grade classes.
- A Design Engineer will work with teachers to use the Design Thinking process to enhance learning experiences.

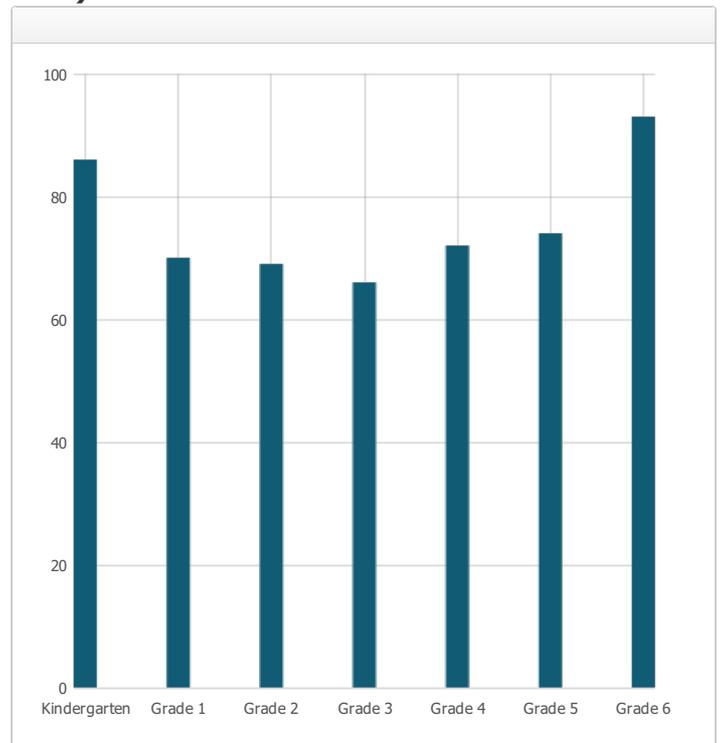
5) Carmel Del Mar School will provide a safe and nurturing environment that encourages student engagement and individual ownership of learning.

- Continue implementation of Second Step: Skills for Social and Academic Success in grades Kindergarten through Fifth.
- Continue implementation of Second Step Middle School program, Stepping Up, in Sixth Grade.
- All K-6th grade students will be instructed in Internet safety via lessons that focus on digital citizenship. Third through Sixth grade students will be instructed in cyber-bullying and social media safety.
- Students will engage in Design Thinking learning experience that emphasize empathy.

Last updated: 1/10/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	70
Grade 2	69
Grade 3	66
Grade 4	72
Grade 5	74
Grade 6	93
Total Enrollment	530



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	%
Asian	32.10 %
Filipino	1.10 %
Hispanic or Latino	10.90 %
Native Hawaiian or Pacific Islander	%
White	48.30 %
Two or More Races	6.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.20 %
English Learners	12.60 %
Students with Disabilities	10.60 %
Foster Youth	%
Homeless	0.40 %

A. Conditions of Learning

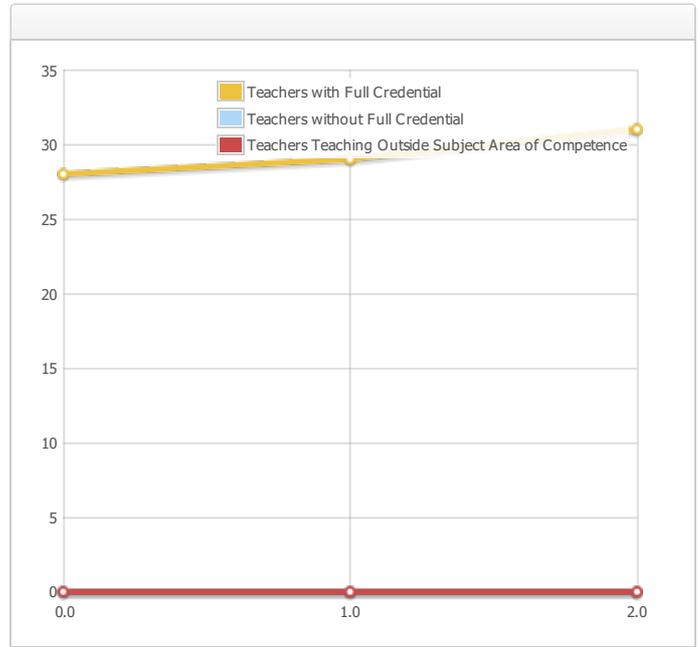
State Priority: Basic

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

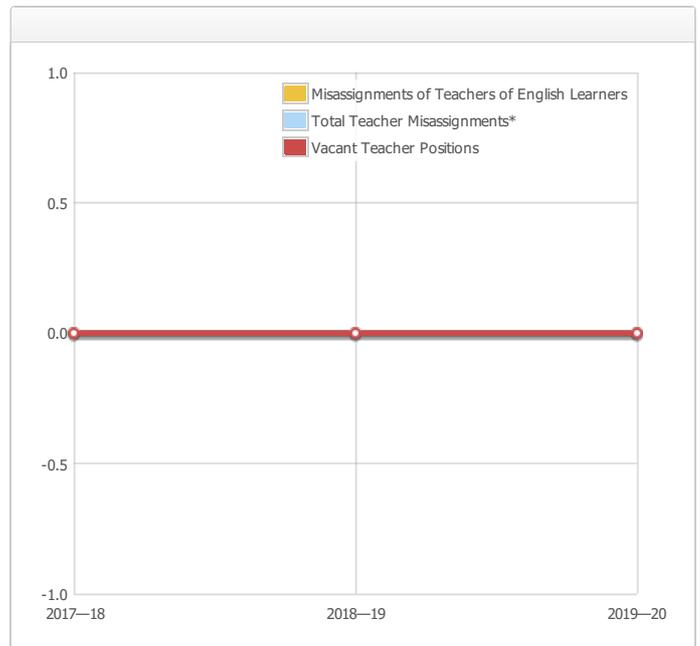
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	28	29	31	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync Grade 6	Yes	0.00 %
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00 %
Science	Houghton Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 Foss NGSS Kits, Grades K-6	Yes	0.00 %
History-Social Science	Harcourt Brace Social Studies, Grades K-6	Yes	0.00 %
Foreign Language	Not Applicable		0.00 %
Health	SPARK PE, Grades K-6	Yes	0.00 %
Visual and Performing Arts	Share the Music, McGraw-Hill, Grades K-6 Site-Based	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

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.

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	89.0%	89.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	86.0%	89.0%	84.0%	84.0%	38.0%	39.0%

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: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	294	98.33%	1.67%	88.78%
Male	146	144	98.63%	1.37%	87.50%
Female	153	150	98.04%	1.96%	90.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	91	88	96.70%	3.30%	92.05%
Filipino					
Hispanic or Latino	34	33	97.06%	2.94%	78.79%
Native Hawaiian or Pacific Islander					
White	148	147	99.32%	0.68%	89.12%
Two or More Races	21	21	100.00%	0.00%	95.24%
Socioeconomically Disadvantaged	27	25	92.59%	7.41%	72.00%
English Learners	48	44	91.67%	8.33%	68.18%
Students with Disabilities	33	32	96.97%	3.03%	71.88%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	297	99.33%	0.67%	88.55%
Male	146	145	99.32%	0.68%	93.10%
Female	153	152	99.35%	0.65%	84.21%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	91	91	100.00%	0.00%	96.70%
Filipino					
Hispanic or Latino	34	34	100.00%	0.00%	73.53%
Native Hawaiian or Pacific Islander					
White	148	146	98.65%	1.35%	87.67%
Two or More Races	21	21	100.00%	0.00%	95.24%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	62.96%
English Learners	48	48	100.00%	0.00%	85.42%
Students with Disabilities	33	31	93.94%	6.06%	70.97%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/7/2020

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 2018—19)

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	20.50%	19.20%	58.90%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/8/2020

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 2019—20)

Carmel Del Mar School 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 CDM is especially accommodating when it comes to supporting and assisting us with meeting the needs of each one of our Dragons. 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. 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.

Discipline – Most Recent Year

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

State Priority: Pupil Engagement

Last updated: 1/7/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.20%	0.00%	0.50%	0.30%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Carmel Del Mar School 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.

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. The principal works with district leadership personnel 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 student's safety as well as to prepare for emergencies. 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 custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guard ensures students and their families cross the streets safely. Staff members supervise students 15 minutes prior to the start of school, and at each recess and lunch period, and for 15 minutes at the end of each school day.

Last updated: 1/7/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	3	1	
1	22.00		3	
2	22.00		3	
3	21.00	1	2	
4	26.00		3	
5	24.00		4	
6	28.00		3	
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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1	3	
1	21.00	1	2	
2	22.00		3	
3	22.00		3	
4	24.00		3	
5	27.00		3	
6	26.00		4	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	28.00		2	
5	26.00		3	
6	26.00		4	
Other**	8.00	1		

* 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: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.48
Psychologist	0.73
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	0.50
Other	

*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: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12221.00	\$2862.00	\$9359.00	\$89046.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	-3.94%	-2.16%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	24.67%	14.72%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

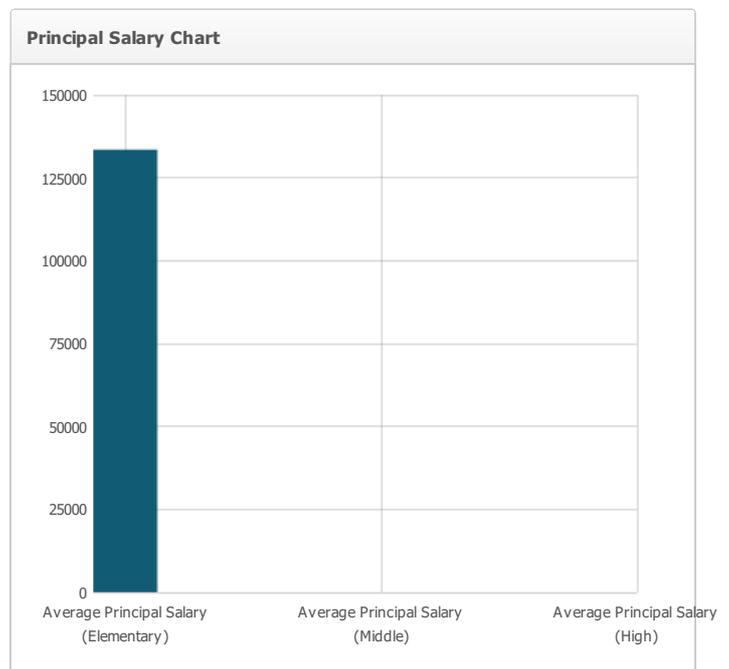
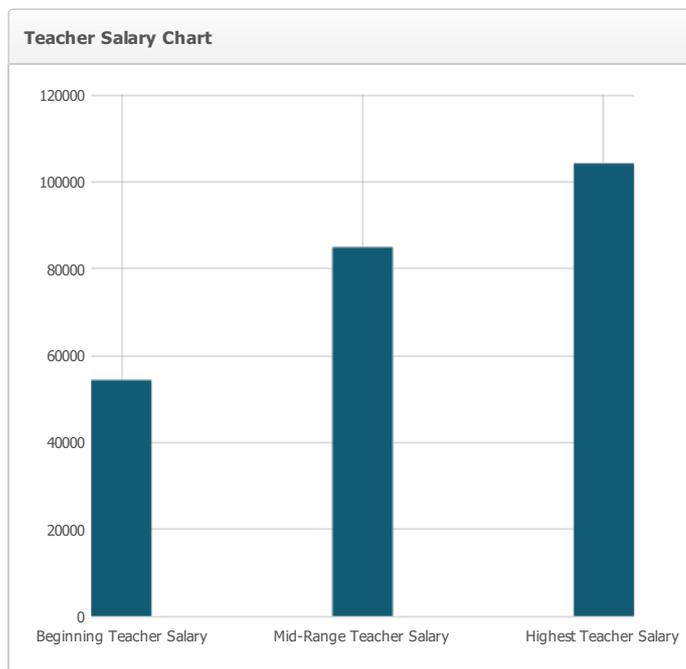
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's 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: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,333	\$49,378
Mid-Range Teacher Salary	\$84,910	\$77,190
Highest Teacher Salary	\$104,185	\$96,607
Average Principal Salary (Elementary)	\$133,477	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	44.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/7/2020

Professional Development

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District.

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Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Last updated: 1/16/2020