

Del Mar Heights 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/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.

Jason Soileau, Principal

 Principal, Del Mar Heights Elementary

About Our School

The quality of instruction and leadership at Del Mar Heights is excellent due to the cooperative effort of the entire staff and community. Our principal, Jason Soileau, has over 24 years of experience in education and holds a master's degree in Educational Administration/Supervision. Prior to coming to Del Mar Heights, Mr. Soileau worked as an elementary teacher, special education teacher, assistant principal, and principal in both Texas and Louisiana.

Del Mar Heights is guided by shared decision making with all parties. We have weekly staff or Professional Learning Community team meetings. Staff meetings are held bimonthly and all staff participate in ongoing professional learning through our collaborative learning Wednesdays. The School Site Council (SSC), which is represented equally by parents and staff, meets quarterly. Our active PTA provides ongoing support for the total school program. We update our detailed Single Plan for Student Achievement (SPSA) annually. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. Del Mar Heights is committed to our District Design 2022, a bold plan that pushes us in an unrelenting pursuit of the extraordinary school experience.

Contact

*Del Mar Heights Elementary
13555 Boquita Drive
Del Mar, CA 92014*

*Phone: 858-755-9367
E-mail: jsoileau@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	hmclclurg@dmusd.org
Web Site	http://www.dmusd.org

School Contact Information (School Year 2018—19)	
School Name	Del Mar Heights Elementary
Street	13555 Boquita Drive
City, State, Zip	Del Mar, Ca, 92014
Phone Number	858-755-9367
Principal	Jason Soileau, Principal
E-mail Address	jsoileau@dmusd.org
Web Site	www.dmusd.org/heights
County-District-School (CDS) Code	37680566038111

Last updated: 12/18/2018

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

Built in 1959 and the oldest standing school in Del Mar, Del Mar Heights Elementary School is a safe, attractive learning community composed of 500 students in kindergarten through sixth grade. We celebrate the diversity of our families within our school. An environment of high expectations for social and academic success has created a positive child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county and state average and exhibit exemplary interpersonal skills in preparation to become leaders in our global society.

The Del Mar Heights certificated staff includes a principal, 21 classroom teachers, and STEAM+ specialist teachers offering instruction in the arts, physical education, science, and technology, 2 special day class teachers, 2 resource specialist teachers, 2 speech and language pathologists, and a school psychologist. Support staff includes an administrative assistant and office assistant, health technician, librarian, school plant manager and night custodian, and 14 instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has highly qualified, caring teachers and support staff who are fully credentialed and who regularly collaborate using a Professional Learning Community model. Staff regularly attends professional learning trainings and conferences to strengthen their teaching strategies. Teachers work in collaborative teams, planning lessons together, analyzing the results of student assessments, and planning ways to differentiate instruction to meet the needs of individual students.

Shared decision making is the norm at Del Mar Heights. We have weekly certificated staff or Professional Learning Community meetings or trainings. The School Site Council (SSC), comprised of equal representation of parents and staff, meets throughout the year. Our active Parent Teacher Association (PTA) supports the success of all students with total school programming assistance. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs.

Del Mar Heights is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science lab teacher to offer inquiry-based science lessons.

At Del Mar Heights, we are committed to building and sustaining a collaborative, community of learners among teachers. Teachers within a grade level work together to design students' learning experiences and collaborate with teachers in other grade levels to create an articulated program. The staff as a whole regularly participates in professional learning and engages in dialogue about best practices.

Del Mar Heights School epitomizes a collaborative and dynamic partnership between the students, parents, teachers, and staff. We highly value this relationship and observe daily how powerful it can be when everyone is working together. By capitalizing on our collective talents, our school flourishes. Further school information is available at www.dmusd.org/heights.

School Vision: We will make a positive impact on the world by developing confident, compassionate global leaders.

School Mission: We will provide a dynamic academic environment that ignites and unites the passions of its community to deliver a world class learning experience for every child

Major Achievements – Most Recent Year

Del Mar Heights School is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science teacher to offer inquiry-based science activities in our Science Lab. Our specialist teachers work collaboratively and dynamically with classroom teachers to create programs that inspire our students through our STEAM+ curriculum.

In addition to the STEAM+ curriculum, students have the opportunity to participate in Games Club, Storytellers Club, Dolphin Leadership, Robotics Club, and Mileage and Running Clubs. Each spring our students share their accomplishments at our annual Art Show, Science Fair, and Open House. The entire school community participates in our annual Harvestfest, Winterfest and Dancefest celebrations.

A great strength of Del Mar Heights School is the strong level of parent and community support. Our dedicated volunteers facilitate classroom learning, activities, and events. Most classrooms use volunteers for a variety of support and instructional tasks. Our active PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes: Arts and Music residencies and assemblies, Drama Production, SciFri, Garden Club, Dads' Club, Fall Harvestfest, Everyone a Reader, Ready to Read, Garden Club, Talent Show, Arts Contest, Jogathon, Used Book Fair, Cultural Heights, Understanding Differences, Heights Cares, Countdown to Summer, Technology grants, Staff Appreciation activities, and mini-grants for staff members. The many thousands of hours of volunteer support provided by the PTA helps to create the positive school atmosphere enjoyed at Del Mar Heights School.

Focus for Improvement – Most Recent Year

The Del Mar Heights School Site Council (SSC) and Site Strategic Planning Team meet regularly to monitor progress toward meeting the school's goals. To ensure goals are achieved, all grade levels will do the following:

- Regularly analyze student work then share information and strategies to improve consistency of instruction and increase continuity between grade levels.
- Collaborate in Professional Learning Community teams to analyze data, and recommend and implement instructional strategies to challenge students who are achieving at a high level and to support students who are having difficulties.
- Differentiate (customize) instruction to meet the needs of all students. Use technology as an instructional tool.

Our mathematics goals include using common problem-solving strategies and protocols in all classes within and across grade levels, and explicitly teaching mathematical vocabulary. Teachers will continue their professional training in Cognitively Guided Instruction (CGI) to increase their understanding and use of best instructional practices to develop deep mathematical thinking. Our reading goals include: emphasizing reading comprehension strategies through the use of close reading at all grade levels; teaching reading strategies to students in upper grades to support comprehension of expository text, including social studies and science texts; developing vocabulary and using fluency exercises in all classes. Our writing goal focuses on improving writing proficiency in all common core designated genres of writing at all grade levels.

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

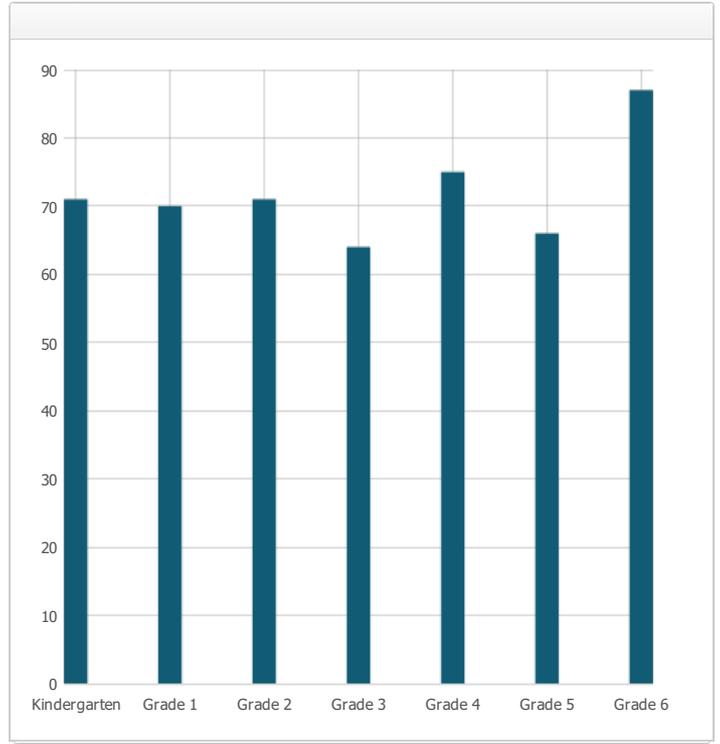
The information gained from carefully monitoring student learning helps to ensure every child attending school in DMUSD is provided with high-quality instruction. As no single assessment gives the whole picture of any child, our teachers are skilled at analyzing results of a variety of assessments alongside 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	71
Grade 1	70
Grade 2	71
Grade 3	64
Grade 4	75
Grade 5	66
Grade 6	87
Total Enrollment	504



Last updated: 12/18/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.2 %
Asian	13.1 %
Filipino	0.6 %
Hispanic or Latino	8.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	68.8 %
Two or More Races	7.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.0 %
English Learners	5.0 %
Students with Disabilities	16.3 %
Foster Youth	%

A. Conditions of Learning

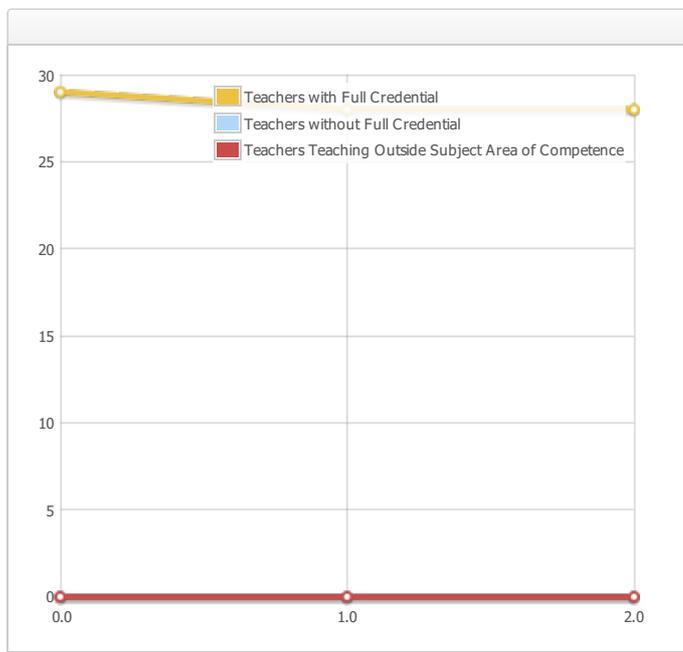
State Priority: Basic

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

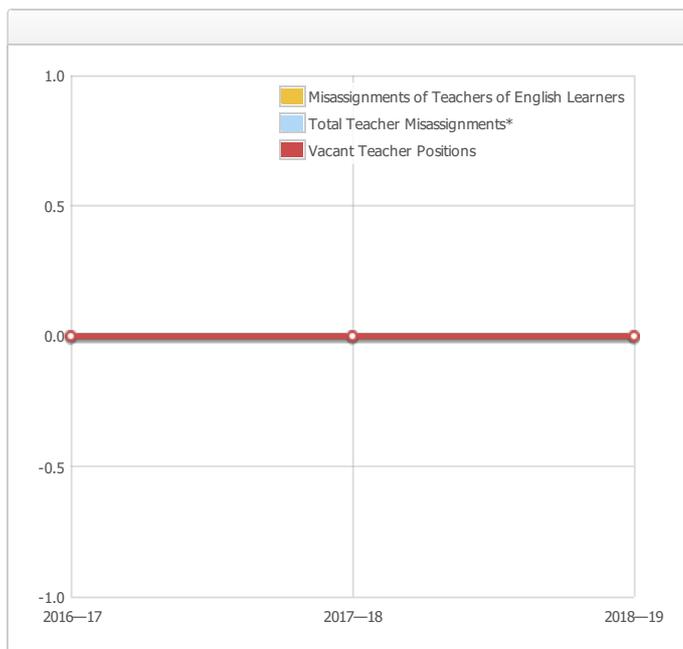
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	28	28	244
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2018

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: 12/18/2018

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 McGraw Hill StudySync, 2015, Grade 6	Yes	0.0 %
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, 2017, Grades 1-5 Pearson Connected Math, CMP3, 2014, Grade 6	Yes	0.0 %
Science	Houghton-Mifflin Science CA, 2005, Grades K-5 Prentice Hall Earth Science, 2006, Grade 6 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 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: 12/18/2018

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
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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)	89.0%	91.0%	86.0%	86.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	88.0%	89.0%	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	292	287	98.29%	90.94%
Male	138	136	98.55%	86.03%
Female	154	151	98.05%	95.36%
Black or African American				
American Indian or Alaska Native				
Asian	30	29	96.67%	96.55%
Filipino	--	--	--	
Hispanic or Latino	24	24	100.00%	100.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	218	214	98.17%	88.32%
Two or More Races	17	17	100.00%	100.00%
Socioeconomically Disadvantaged	18	18	100.00%	66.67%
English Learners	20	17	85.00%	88.24%
Students with Disabilities	41	40	97.56%	72.50%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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	292	290	99.32%	89.31%
Male	138	138	100.00%	87.68%
Female	154	152	98.70%	90.79%
Black or African American				
American Indian or Alaska Native				
Asian	30	30	100.00%	93.33%
Filipino	--	--	--	
Hispanic or Latino	24	24	100.00%	79.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	218	216	99.08%	88.89%
Two or More Races	17	17	100.00%	100.00%
Socioeconomically Disadvantaged	18	18	100.00%	61.11%
English Learners	20	19	95.00%	73.68%
Students with Disabilities	41	41	100.00%	65.85%
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	6.2%	17.2%	76.6%

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)

We strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for many school programs and activities. Our Dads' Club encourages and facilitates the participation of students' fathers on campus, but welcomes any family members to events. Our Del Mar Schools Education Foundation leadership plays an active role in the school to inform parents about our STEAM+ program. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional 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

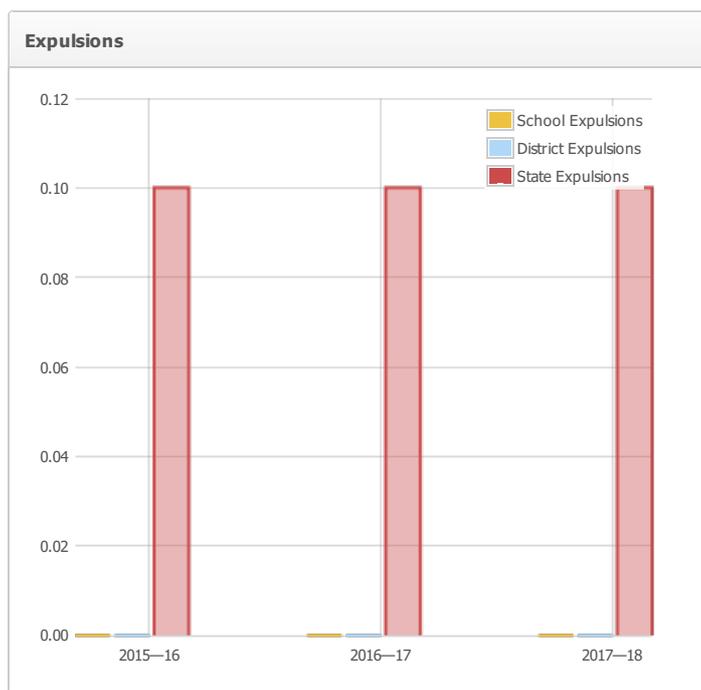
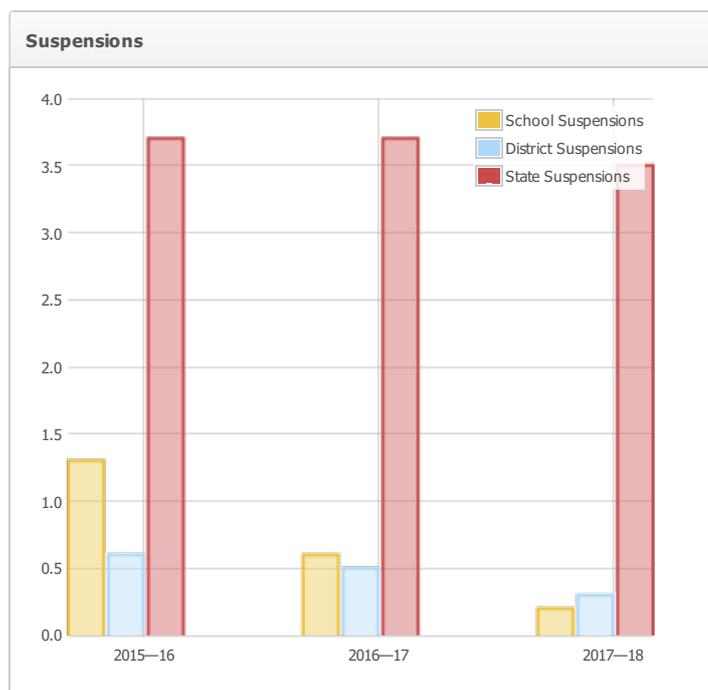
State Priority: School Climate

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	1.3%	0.6%	0.2%	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)

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. The principal and custodian work with the 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 students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards ensure students cross the streets safely. Staff members supervise students 15 minutes prior to the start of school, and at each recess and lunch periods. All visitors to the campus must check in at the school office and wear a visitor's badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering our school. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasize the development of character and citizenship. Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the Second Step program. The Second Step program promotes school success, school connectedness, and safe and respectful school climate by directly teaching students the skills that strengthen their ability to learn, manage emotions, have empathy and solve problems. We focus positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	3		
1	23.0		2	
2	23.0		3	
3	22.0		3	
4	22.0	1	3	
5	22.0		3	
6	27.0		2	
Other**	11.0	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.

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	17.0	4		
1	22.0		3	
2	18.0	3		
3	22.0		3	
4	22.0		3	
5	23.0	1	3	
6	24.0		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	20.0	1	3	
1	22.0		3	
2	23.0		3	
3	21.0		3	
4	24.0		3	
5	22.0		3	
6	27.0		3	
Other**	10.0	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: 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	0.6	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	0.9	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	\$12815.0	\$2943.0	\$9873.0	\$92423.0
District	N/A	N/A	\$9589.0	\$86388.0
Percent Difference – School Site and District	N/A	N/A	3.0%	7.0%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	39.0%	21.5%

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

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017–18)

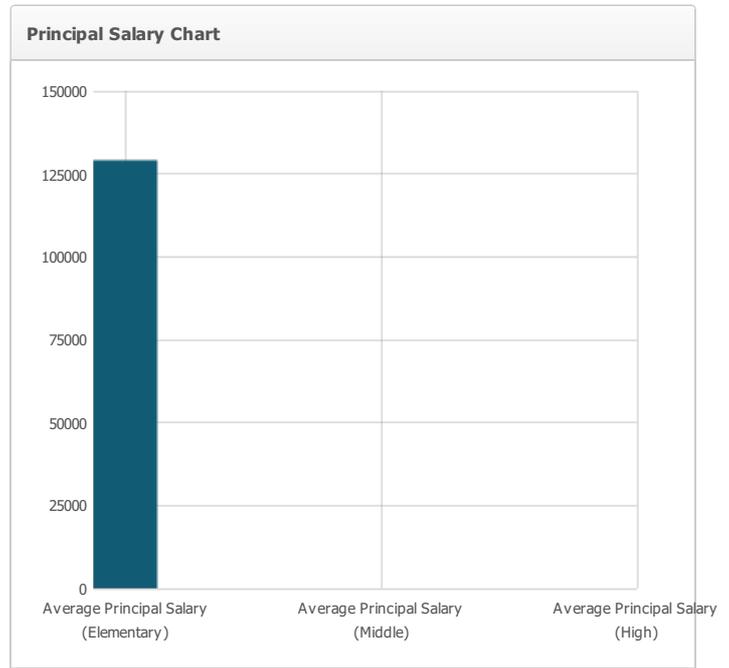
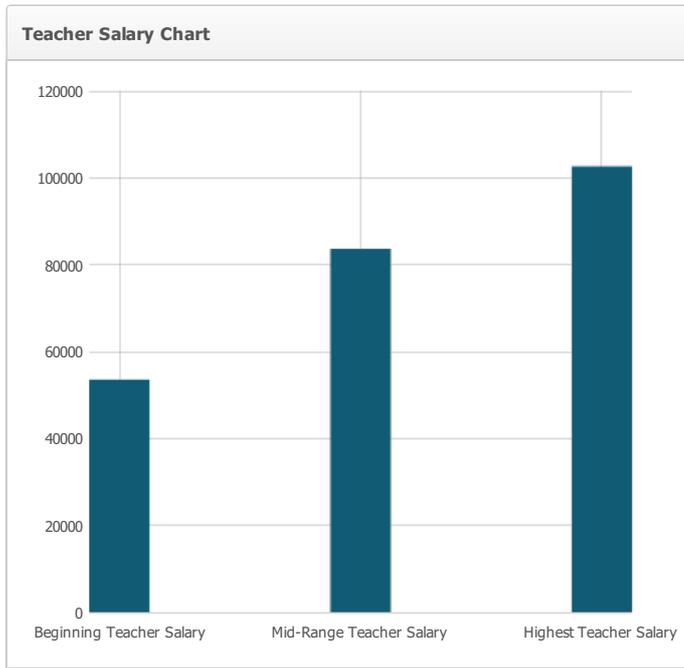
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's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



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