

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.

Mr. Ryan Stanley, Principal

 Principal, Ocean Air

About Our School

The quality of instruction and leadership at Ocean Air School is outstanding due to the cooperative efforts of the entire staff. Principal Stanley has served as principal of Ocean Air School since January 2010. He has 24 years of educational experience with five years as a classroom teacher. He holds a BA in Liberal Studies, a multiple-subject credential, and a master's degree in curriculum and instruction. During his career he has been an educator at the classroom, school, district, and university level. Before coming to the Del Mar Union School District in 2008, he was a teacher on special assignment for the Poway Unified School District where he provided staff development for teachers and administrators in the areas of Reading Recovery?, early literacy, early intervention, and assessment.

The School Site Council (SSC), which consists of staff and parents, meets at least four times each year. The SSC establishes the budget in accordance with the Single Plan for Student Achievement and approves expenditures. The School Site Council includes staff and parents and meets annually to review, update, and establish new school goals and to review curriculum offerings. The site staff leadership team meets throughout the year to discuss school issues and make decisions about school improvement. This group acts as a liaison between administration and grade-level teams. Our active and involved PTA supports many school-wide events throughout the year to celebrate student achievement, including our Readathon, book fair, used book fair, family nights, music nights, Back to School Night, Open House, Science/Invention Showcase, International Night, and our music/art fair. We had over 250 parent memberships in our PTA last year.

Our Special Education Team, which includes a full time and part time education specialist, a full time and part time speech pathologist, a psychologist, a program specialist, and the principal, meets on a weekly basis to review student progress and assess how to better meet the needs of at-risk students, those with Individualized Education Programs (IEPs), and those who are referred to the Student Study Team.

Contact

Ocean Air
11444 Canter Heights Dr.
San Diego, CA 92130-6974

Phone: 858-481-4040
Email: rstanley@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	Ocean Air
Street	11444 Canter Heights Dr.
City, State, Zip	San Diego, Ca, 92130-6974
Phone Number	858-481-4040
Principal	Mr. Ryan Stanley, Principal
Email Address	rstanley@dmusd.org
Website	http://www.dmusd.org/oceanair
County-District-School (CDS) Code	37680560114686

Last updated: 1/7/2020

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

Ocean Air School is committed to the unrelenting pursuit of the extraordinary school experience for every child. This not only includes a challenging academic program, but also includes helping students develop strong self-esteem, an appreciation of the fine arts, a keen interest in science, an appreciation for staying fit, choosing a balanced and healthy diet, and having an understanding of technology as an important tool for learning. Through the combined efforts of parents, teachers, staff, industry experts, and the greater Ocean Air community, we can ignite genius and empower students to advance the world.

We are very fortunate to work with a knowledgeable and committed parent community. So many aspects of our school rely on the continued support of all of our stakeholders. Together we have made great strides in accomplishing our mission to provide students with an extraordinary school experience. With a collaborative community and dedicated staff, we continually evolve to develop well-rounded and fulfilled individuals, motivated lifelong learners, and future leaders prepared for the challenges of a changing world. We are committed to forging a path for tomorrow's innovative, global thinkers.

It is through the cooperative efforts of students, parents, and staff that Ocean Air School will continue to soar to success! To learn more about our school, please visit our website at www.dmusd.org/oa, or call our office at (858) 481-4040.

Major Achievements – Most Recent Year

- Our multifaceted program provides opportunities for students to experience art, music, technology, enrichment, science, and PE as extensions of the classroom. Our STEAM+ program is recognized as exemplary and recommended throughout the state as a model program. In addition to STEAM+, students can participate in a variety of lunch clubs including student government, science clubs, art clubs, and garden clubs.

- We are particularly proud of our ability to develop unique programs that address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. Our focus on developing and maintaining effective professional learning communities is the vehicle by which collaboration occurs and data-based program decisions are made.

- Through our School Site Council, Principal's Council, PTA, and Collaborative Learning Wednesday meetings, we are able to identify programs and interventions to help our students improve and prosper. There are outstanding collaborative efforts being made each week by these groups, with the focus oriented on analyzing assessment data, improving academic performance, working on social skills, and addressing the developmental needs of all students.

- Our Everyone a Reader program is a model throughout San Diego County. We provide this program for kindergarten through third grade students. This program provides opportunities for students to work one-on-one with a trained volunteer who uses research-informed instructional methods to help students reach their grade appropriate reading level.

- The Future Problem Solvers enrichment group studies issues that affect our society and world cultures. Students work collaboratively in small groups on global issues such as global warming, climate control, energy consumption, and hunger.

- Parents and community worked together with the Del Mar Schools Education Foundation (DMSEF) to fund additional positions. These funds provide for STEAM+

opportunities, lunch clubs, and help enrich our classroom curriculum on a daily basis. Thanks to parent and community donations through the DMSEF, Ocean Air was able to provide some of the best enrichment and extended activities in the state.

- We utilize Google Docs and Google Apps in second through sixth grade and find that this practice is changing the way students work collaboratively to design, create, and write. Participating students have their own individual Google Docs account through which they save files and collaborate with fellow students and teachers. In 2018-2019 all second through sixth grade students had access to their own Chromebook with the goal of increasing student writing performance, and as well as increasing collaboration and feedback between students and teachers. Students in grades kindergarten through second have access to iPads.
- Sixth grade students competed in the Regional Science Olympiad sponsored by the San Diego County Office of Education. Participation in the Olympiad was an exciting opportunity for students to challenge themselves in different science disciplines. Parents with strong engineering and science backgrounds served as coaches for student teams. We are proud that Ocean Air was one of a few elementary schools that participated in the Regional Science Olympiad and that our student teams performed exceptionally well, placing as the top elementary school in the competition.
- We are extremely pleased by the remarkable accomplishments reflected in our school's Smarter Balanced Assessment scores! Ocean Air students scored among the top performing schools in the entire state! Of significance to note is not only the percentage of students meeting the standards, but also the percentage of students exceeding the standards. These incredible academic achievements are the result of a lot of hard work, great skill in the classroom, and unwavering perseverance by students and their teachers.

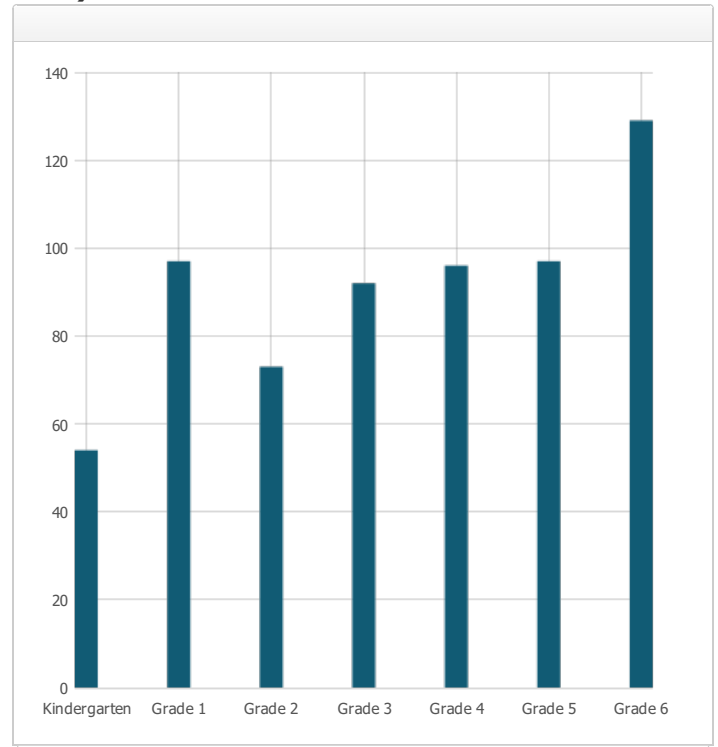
Focus for Improvement – Most Recent Year

- We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience. District Design 2022 defines the district's vision and mission, laying the groundwork for redefining and improving the school experience for students.
- Ocean Air focused on providing a nurturing and welcoming environment for all students, enhancing and improving the writing process across grade levels, and implementing a conceptually based mathematics program.
- As part of a quality educational program, it is also our responsibility to support the character development of our children. To help students develop a range of skills they need for school and life, Ocean Air will support the development of empathy, self-control, embracing diversity, integrity, and grit across our classrooms, school, and home. To help us, we have implemented a comprehensive, research-based character education program called Second Step. The Second Step program for kindergarten through sixth grade is a universal, classroom-based curriculum designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. Using Second Step skills creates a safer, more respectful learning environment that promotes school success for all.
- We continue to enhance and improve the writing process across grade levels and throughout the school by encouraging professional development through the use of outside resources, sharing strategies on the writing process, and giving teachers the opportunity to attend conferences. This ongoing process will also be supported through focused Professional Learning Community collaboration both at individual grade levels and between grade levels as teachers work together to integrate professional learning into their daily instruction. Students continue to write in all three genres and across all curricular areas.
- Ocean Air continuously strives to increase students' performance in language arts, mathematics, and science as measured by formal and informal grade-level assessments, district assessments, and the Smarter Balanced Assessment.
- Professional learning for teachers is based on California Standards, district goals, and teacher-expressed needs. We hold a relentless focus on the instructional core, on what we teach and how we teach it. Districtwide professional learning sets clear expectations for what teachers should know and be able to do to help all students learn. Our teachers participate in districtwide training in the area of language arts, math with the intent of creating a common language among teachers and students about both subject areas. The principal is reinforcing this learning through staff meeting discussions and evaluation feedback with the goal of developing a common language around these tenets of effective instruction. Ocean Air teachers have also participated in professional development in Cognitively Guided Instruction (CGI) and regularly utilize mathematics-performance tasks in their classrooms.

Last updated: 1/7/2020

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	97
Grade 2	73
Grade 3	92
Grade 4	96
Grade 5	97
Grade 6	129
Total Enrollment	638



Last updated: 1/7/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	%
Asian	42.30 %
Filipino	0.90 %
Hispanic or Latino	7.20 %
Native Hawaiian or Pacific Islander	0.20 %
White	42.60 %
Two or More Races	6.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	3.00 %
English Learners	4.90 %
Students with Disabilities	11.30 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

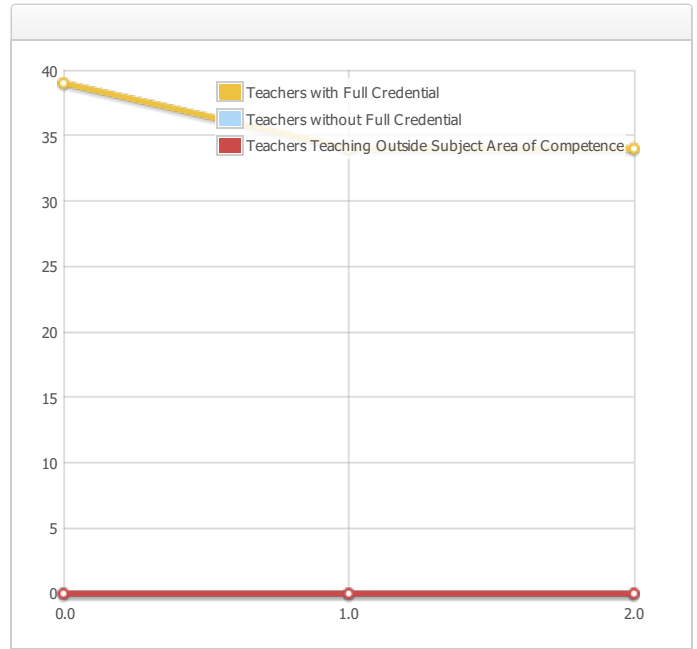
State Priority: Basic

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

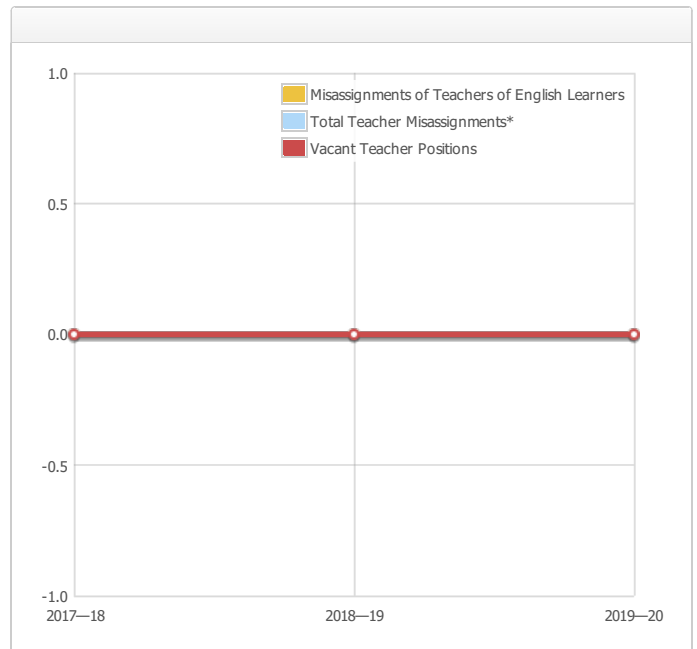
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	39	34	34	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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 NGSS Foss Kits, Grades K-6	Yes	0.00 %
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00 %
Foreign Language	Not Applicable		0.00 %
Health	SPARK P.E., 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 Eqpmt (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)	93.0%	91.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	93.0%	91.0%	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	420	413	98.33%	1.67%	91.04%
Male	213	208	97.65%	2.35%	88.46%
Female	207	205	99.03%	0.97%	93.66%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	175	171	97.71%	2.29%	97.08%
Filipino	--	--	--	--	
Hispanic or Latino	26	26	100.00%	0.00%	88.46%
Native Hawaiian or Pacific Islander					
White	188	186	98.94%	1.06%	86.56%
Two or More Races	24	24	100.00%	0.00%	91.67%
Socioeconomically Disadvantaged	25	24	96.00%	4.00%	83.33%
English Learners	34	29	85.29%	14.71%	75.86%
Students with Disabilities	58	58	100.00%	0.00%	70.69%
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	420	418	99.52%	0.48%	91.35%
Male	213	211	99.06%	0.94%	90.95%
Female	207	207	100.00%	0.00%	91.75%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	175	175	100.00%	0.00%	98.86%
Filipino	--	--	--	--	
Hispanic or Latino	26	26	100.00%	0.00%	80.77%
Native Hawaiian or Pacific Islander					
White	188	186	98.94%	1.06%	85.95%
Two or More Races	24	24	100.00%	0.00%	95.65%
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	76.00%
English Learners	34	34	100.00%	0.00%	88.24%
Students with Disabilities	58	58	100.00%	0.00%	73.21%
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	13.10%	26.30%	49.50%

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)

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 school programs and activities, and the Dad's Club encourages and facilitates having fathers and all family members participate on campus during lunches and in classrooms. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for school-wide events. For more information on additional involvement opportunities, please contact the school, or refer to our website at www.dmusd.org/oa.

Our active PTA provides many opportunities for parents to get involved in our school. Student enrichment activities include field trips, special events, Jogathon, Readathon, Halloween parade, international night, The Imagination Machine, assemblies, book fair nights, and STEAM+ Family Night.

Ocean Air parents also volunteer to support student learning through programs such as Science Olympiad, Science Field Day, Future Problem Solvers, and Math Club.

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	0.30%	0.00%	0.10%	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)

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, earthquake drills and each classroom is equipped with a backpack containing emergency supplies. All Ocean Air staff has been trained on federal guidelines and best practices for responding to armed-intruder situations on a K-12 school campus. The training, which has been vetted and endorsed by local law enforcement, empowers staff to implement options-based responses (Run, Hide, Fight) for active shooter and other armed assailant situations.

Our school complies with district safety and security procedures. Our campus is enclosed by fences, and our gates are closed during school hours to ensure the safety of our staff and students. Our adult crossing guard helps students and families cross streets safely when coming and going from school. Staff members supervise students 15 minutes prior to the start of school, at each recess and lunch period, and after school. The staff at Ocean Air considers the health and safety of our students and staff to be our highest priority and has implemented a visitor management system, Raptor. The purpose of this system is to ensure that we have an accurate record of campus visitors, and that individuals visiting our schools are authorized to do so. All school district personnel, including district office staff, wear picture identification badges for security purposes. We also have a disaster shed full of supplies for any emergency. The materials are inventoried and include water, blankets, first aid materials, bandages, cots, portable toilets, flashlights, megaphones, and food bars to feed 1,000 people. In addition, we are equipped with districtwide and schoolwide walkie-talkies and emergency carts to account for all staff and students during emergencies.

Last updated: 1/10/2020

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	22.00		3	
1	22.00		4	
2	22.00		4	
3	21.00	1	4	
4	24.00		5	
5	27.00		5	
6	27.00		5	
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	22.00		4	
1	22.00		3	
2	22.00		4	
3	21.00	1	4	
4	27.00		3	
5	27.00		5	
6	26.00		5	
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	2	
1	22.00		4	
2	22.00		3	
3	20.00	3	2	
4	24.00		4	
5	24.00		4	
6	26.00		5	
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: 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)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	0.45
Other	0.00

*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	\$11780.00	\$2160.00	\$9620.00	\$91513.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	-1.26%	0.55%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	28.15%	17.90%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

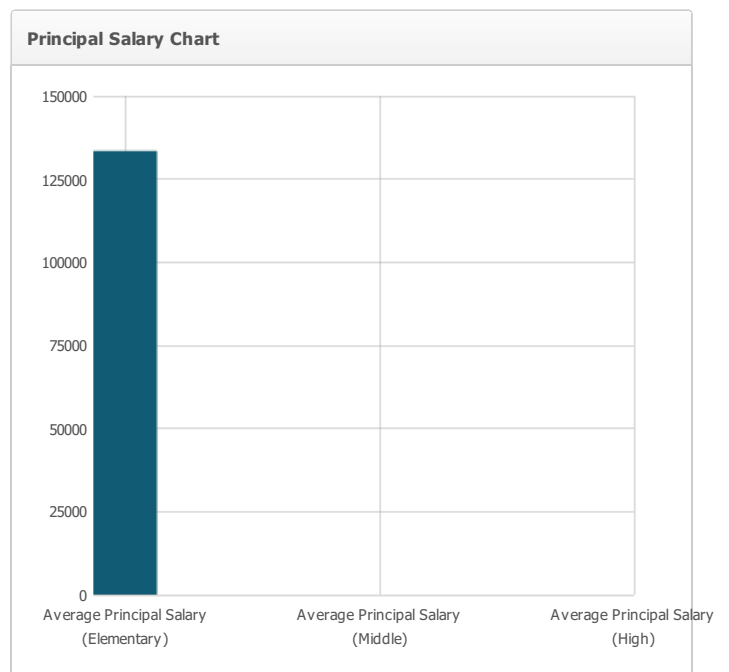
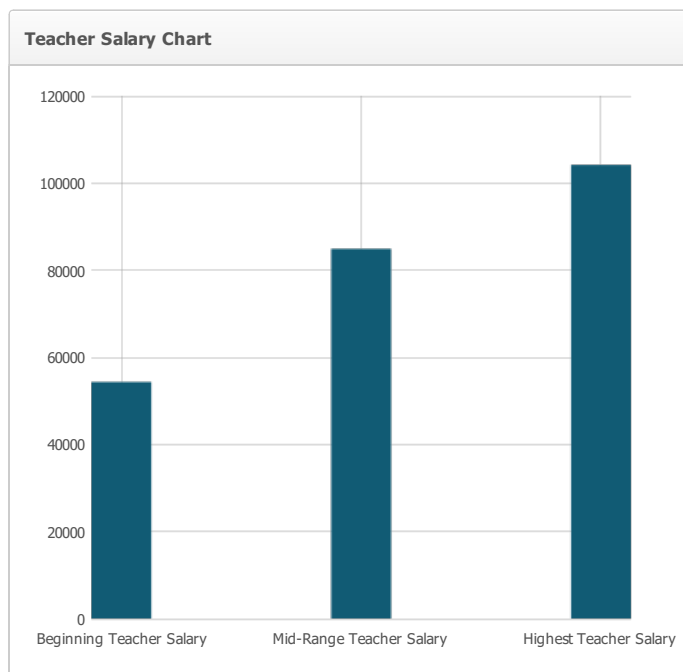
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's 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	7	6

Last updated: 1/16/2020