

# Sycamore Ridge

## 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.

## Peg LaRose, Principal

 Principal, Sycamore Ridge

### About Our School

Our principal has 37 years of educational experience and a doctorate degree in Educational Leadership and Policy Studies. Shared decision making is a core value at Sycamore Ridge. Regular and frequent communication occurs through consistent and open dialogue, weekly staff newsletters, weekly parent eBlasts, principal advisory meetings, Parent Teacher Association meetings, Principal's Coffees and School Site Council meetings.

Our principal's commitment to collaboration, shared decision-making, and continuous learning have paved the way in establishing a positive, productive, and professional environment for teaching and learning. Teachers are leaders in the school's organizational structure, which is specifically designed to sustain high levels of excellence in all of our work. Through our Principal's coaching, site specific professional development by the Principal and teacher leaders, vertical curriculum articulation meetings, and grade-level collaborative meetings for sharing instructional strategies, every stakeholder in the school community is engaged in supporting every student every day.

### Contact

*Sycamore Ridge  
5333 Old Carmel Valley Rd.  
San Diego, CA 92130-2650*

*Phone: 858-755-1060  
E-mail: [plarose@dmusd.org](mailto:plarose@dmusd.org)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Del Mar Union Elementary
<b>Phone Number</b>	(858) 755-9301
<b>Superintendent</b>	Holly McClurg
<b>E-mail Address</b>	<a href="mailto:hmclclurg@dmusd.org">hmclclurg@dmusd.org</a>
<b>Web Site</b>	<a href="http://www.dmusd.org">http://www.dmusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Sycamore Ridge
<b>Street</b>	5333 Old Carmel Valley Rd.
<b>City, State, Zip</b>	San Diego, Ca, 92130-2650
<b>Phone Number</b>	858-755-1060
<b>Principal</b>	Peg LaRose, Principal
<b>E-mail Address</b>	<a href="mailto:plarose@dmusd.org">plarose@dmusd.org</a>
<b>Web Site</b>	<a href="http://www.dmusd.org/sycamore">http://www.dmusd.org/sycamore</a>
<b>County-District-School (CDS) Code</b>	37680560110114

*Last updated: 12/17/2018*

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

This is an exciting time in education, and the staff of Sycamore Ridge School are embracing the opportunities that the District Design 2022 plan presents. Sycamore Ridge is a school where thinking is valued, visible, and actively promoted. Our school culture embraces students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community.

To learn more about our school and District Design 2022, log on to our school webpage at [www.dmusd.org/sycamore](http://www.dmusd.org/sycamore).

### Major Achievements – Most Recent Year

The academic core is the foundation on which the school experience develops. It grounds our work and ensures that students develop essential skills and competencies. We have moved forward in our journey to ensure that all students have meaningful learning experiences that are grounded in standards and at the same time, inspire students to engage with the content and apply their learning to real world situations and/or new contexts. High quality instruction identifies the research based instructional elements that connect teacher actions with student performance.

By embracing a culture of thinking, student and adult thinking is becoming more visible. Our students are developing thinking dispositions that enable them to initiate their own learning in response to inquiry, engage in meaningful tasks, and solve problems.

Students opportunities to use and develop their unique skills, passions and interests have increased. Students have learning experiences that connect them with industry experts. Through these opportunities our students develop critical thinking, collaboration and creativity as they engage and collaborate in activities that are based on real world technologies and problems. Our students are beginning to understand there is no single "right" answer in design and can apply the iterative process.

The learning spaces in our school continue to evolve to meet the needs of our learners. We remain focused on acquiring flexible furnishings, creating a variety of learning space options that reflect student ownership, and supporting the seamless use of technology.

### Focus for Improvement – Most Recent Year

- Strong Academic Core and High-Quality Instruction

The academic core is the foundation on which the school experience develops. It grounds the work and ensures students develop essential skills and competencies. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

- Mastery of Skills that Matter Most

We are in a constant, unrelenting and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

- Environment

The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

Our School Site Goals are:

- Create a culture of thinking where student thinking is visible, and actively promoted through Thinking Routines and documentation of students' thinking.
- Utilize existing technology tools to enhance the educational experience for students and identify, purchase and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity.
- Increase the use of PowerSchool as a professional tool to support student learning and increase the efficient management of instructional resources.
- Support classroom environmental shifts to create flexible learning settings that provide personalization and opportunities for student agency.
- Create shared, flexible, multi-use collaborative student learning spaces.
- Increase teachers' knowledge and intentional use of the essential elements of instruction.
- Develop and refine teachers' knowledge of content standards and instructional methodologies in reading.
- Develop teachers' knowledge of content standards (NGSS) and instructional methodologies in science.
- Continue professional learning for all teachers in grades K-6 in Cognitively Guided Mathematics Instruction.

#### **Homework – Most Recent Year**

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives.

#### **School Schedule – Most Recent Year**

DMUSD uses a time-banking schedule to create time for essential professional learning opportunities. With this schedule, weekly instructional minutes are reorganized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time-banked day for students, and school hours are 8 a.m. to 12:30 p.m. There are ten scheduled minimum days used for fall and spring parent- student-teacher conferences. All other school days, hours are 8 a.m. to 2:30 p.m.

#### **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.

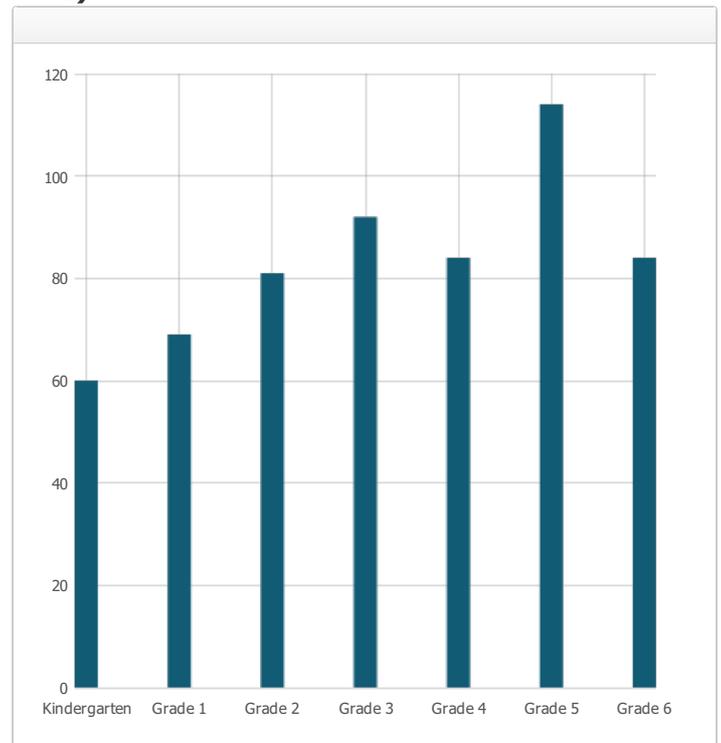
#### **Other Measures of Student Achievement**

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

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	60
Grade 1	69
Grade 2	81
Grade 3	92
Grade 4	84
Grade 5	114
Grade 6	84
<b>Total Enrollment</b>	<b>584</b>



Last updated: 12/7/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.3 %
Asian	35.3 %
Filipino	0.9 %
Hispanic or Latino	15.2 %
Native Hawaiian or Pacific Islander	%
White	39.9 %
Two or More Races	7.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.1 %
English Learners	12.8 %
Students with Disabilities	12.7 %
Foster Youth	%

## A. Conditions of Learning

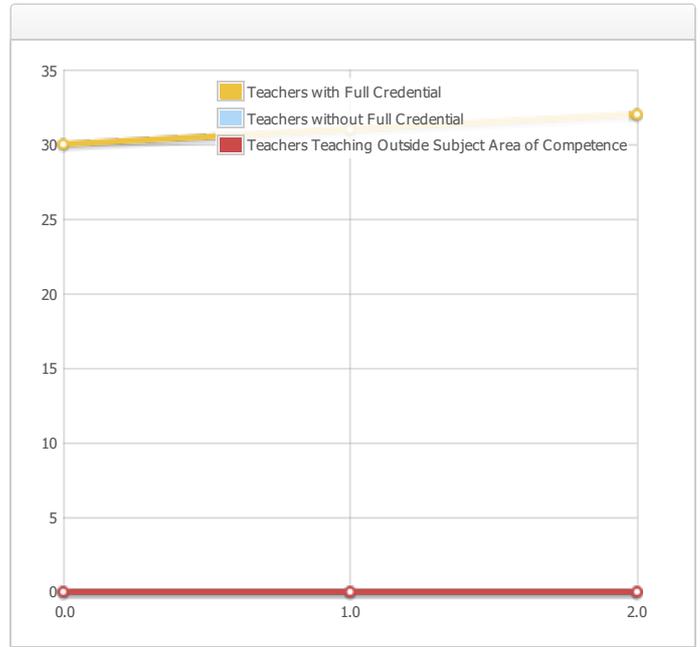
### State Priority: Basic

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

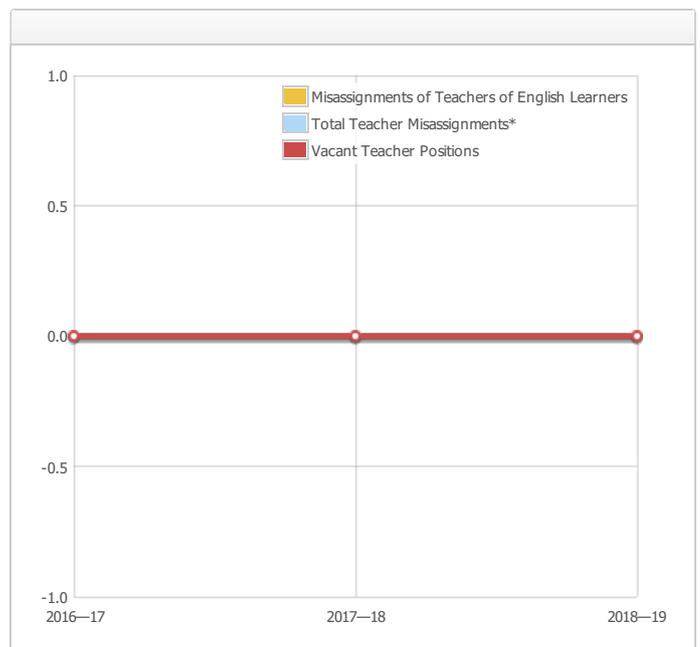
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	30	31	32	244
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

#### Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 12/17/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 12/7/2018

## School Facility Conditions and Planned Improvements

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

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

The District Facilities Master Plan is located at: [www.dmusd.org/Page/8602](http://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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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)	83.0%	83.0%	86.0%	86.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	79.0%	76.0%	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	374	370	98.93%	82.70%
Male	184	183	99.46%	80.87%
Female	190	187	98.42%	84.49%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	117	114	97.44%	91.23%
Filipino	--	--	--	
Hispanic or Latino	61	60	98.36%	58.33%
Native Hawaiian or Pacific Islander				
White	162	162	100.00%	88.89%
Two or More Races	24	24	100.00%	70.83%
Socioeconomically Disadvantaged	61	61	100.00%	54.10%
English Learners	68	65	95.59%	60.00%
Students with Disabilities	43	43	100.00%	48.84%
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	374	374	100.00%	75.87%
Male	184	184	100.00%	75.96%
Female	190	190	100.00%	75.79%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	117	117	100.00%	93.10%
Filipino	--	--	--	
Hispanic or Latino	61	61	100.00%	44.26%
Native Hawaiian or Pacific Islander				
White	162	162	100.00%	77.16%
Two or More Races	24	24	100.00%	79.17%
Socioeconomically Disadvantaged	61	61	100.00%	36.07%
English Learners	68	68	100.00%	60.29%
Students with Disabilities	43	43	100.00%	46.51%
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**

<b>Subject</b>	<b>School 2016—17</b>	<b>School 2017—18</b>	<b>District 2016—17</b>	<b>District 2017—18</b>	<b>State 2016—17</b>	<b>State 2017—18</b>
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	16.7%	30.7%	37.7%

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 school programs and activities, and the Dad's Club encourages and facilitates fathers and family members participating on campus. Parents are welcome to serve as volunteers in classrooms. For school-wide events, visit our website and link to the PTA page. 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

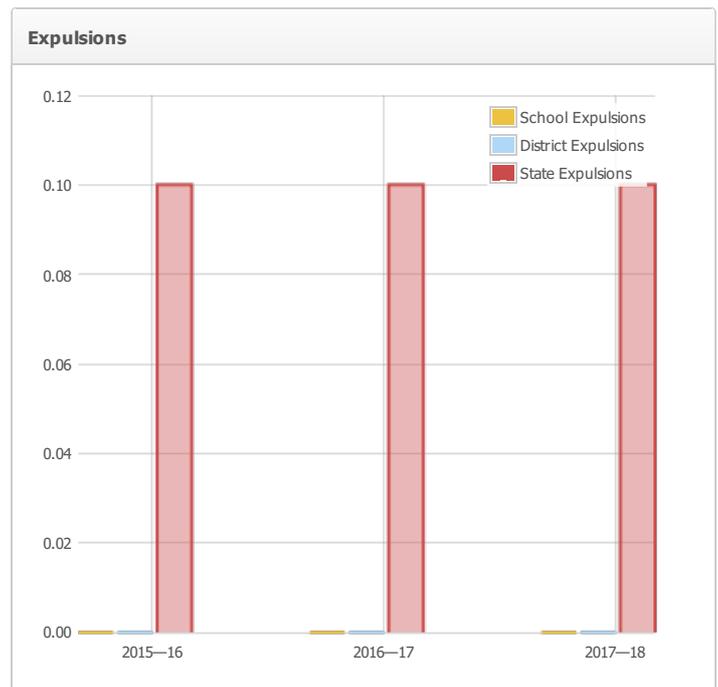
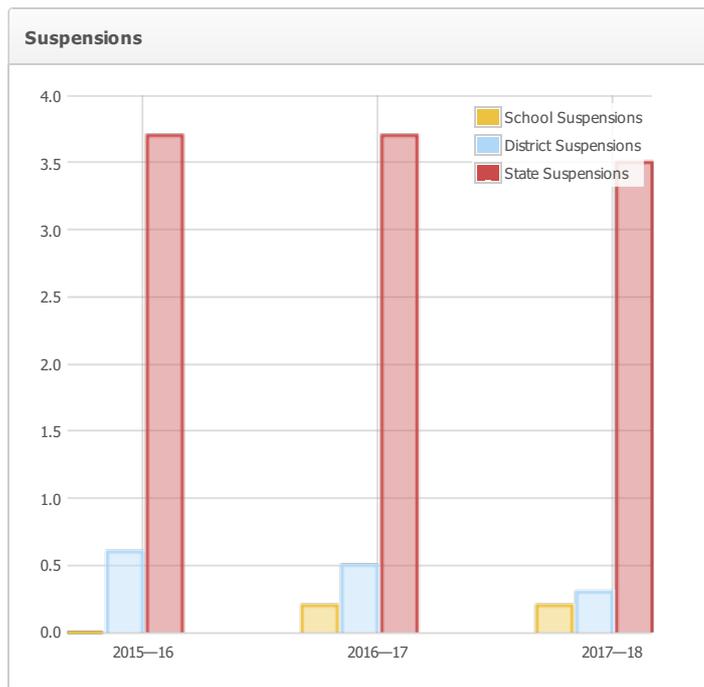
# State Priority: School Climate

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	--	0.2%	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%	0.1%	0.1%	0.1%



Last updated: 12/7/2018

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

Our comprehensive school safety plan incorporates all the mandated components of SB 187. The plan was last reviewed and updated in January 2018. Annual review and revisions are part of the ongoing work of the School Safety Committee and the School Site Council. Updates are published by March 1 of each calendar year. Safety Plan Goals completed focused on updated Emergency Back packs for all staff members for use during emergency situations.

### Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward students and learning is evident upon entering our school.

Our school uses the Second Step curriculum that provides weekly lessons at all grade levels that promote school success, school connectedness, and a safe and respectful school climate. Classroom teachers and staff directly teach students the skills that strengthen their ability to learn, have empathy, manage emotions, and solve problems. We notice and celebrate positive behavior and maintain a positive, safe, active playground environment.

Every student at Sycamore Ridge School is part of a "village," a group of about 15 students ranging from kindergarten to sixth grade, led by a certificated member of the staff. The village functions like a family. Through our Village Program, students connect with students of all ages and develop a sense of belonging and connectedness with staff and students beyond their daily classroom teacher and classmates. Positive social interactions are nurtured and developed in Village activities that celebrate cultural diversity. The Village structure also supports school-wide service learning projects. In addition to weekly Second Step lessons, teachers foster social-emotional development through classroom meetings, a time for students to praise each other, learn welcome greetings from different cultures and languages, and address the social needs of the classroom.

## 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	16.0	3		
1	23.0		3	
2	23.0		3	
3	21.0		4	
4	21.0	1	2	
5	28.0		3	
6	22.0		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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	1	
1	18.0	4		
2	21.0	1	3	
3	18.0	4		
4	27.0		4	
5	26.0		3	
6	28.0		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	19.0	2	1	
1	23.0		3	
2	20.0	4		
3	23.0		4	
4	28.0		3	
5	29.0		4	
6	28.0		3	
Other**	6.0	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)	0.4	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist (non-teaching)	0.3	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/17/2018*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10950.0	\$1567.0	\$9383.0	\$86303.0
District	N/A	N/A	\$9589.0	\$86388.0
Percent Difference – School Site and District	N/A	N/A	-2.0%	0.0%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	32.0%	13.5%

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

*Last updated: 1/17/2019*

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

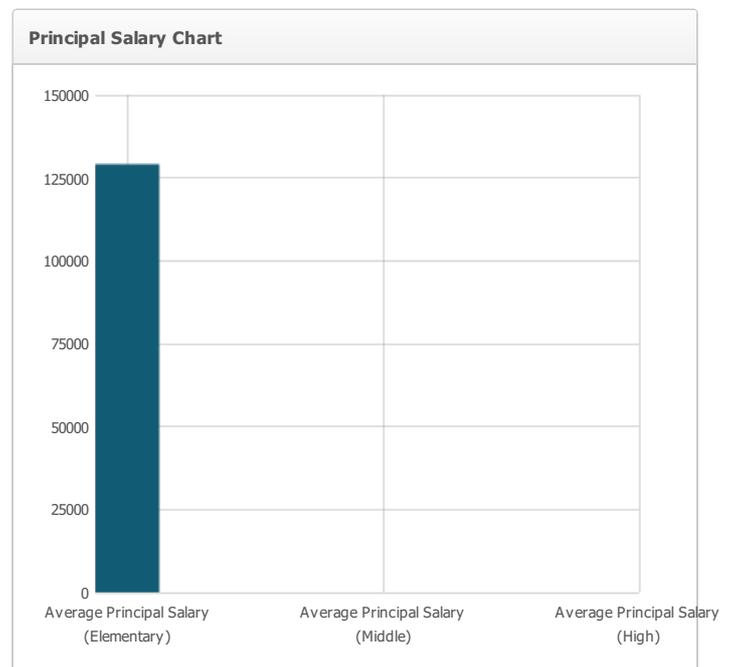
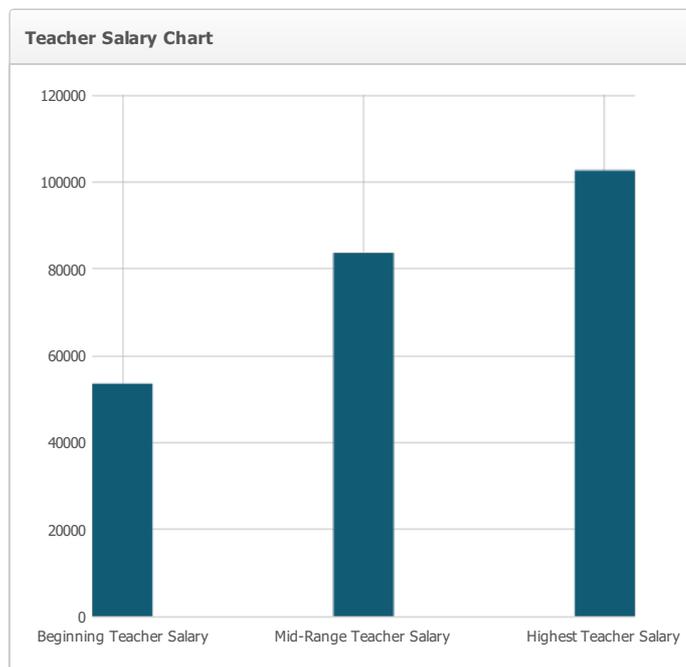
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's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