

Torrey Hills

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.

Kristin Stanton, Principal

 Principal, Torrey Hills

About Our School

The quality of instruction and leadership at Torrey Hills School is excellent due to the cooperative effort of the entire staff as well as the support from our District Office. Principal Stanton has served as Principal of Torrey Hills since August 2017. She has 15 years of educational experience with 10 years as a classroom teacher. She holds a BA in Elementary Education, a multiple-subject credential, a master's degree in Literacy, and an administrative credential. During her career, she has also worked as a teacher on special assignment in which she provided staff development for teachers and administrators in the areas of English Language Development and literacy.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly leadership and Principal's Advisory Council, staff, and School Site Council (SSC) meetings. We update our Site Strategic Plan annually. Our SSC members, along with all staff members, review our progress toward our annual academic goals and address the needs of our students.

Achievement. At the end of the school year, the SSC reviews the results and makes recommendations for improvement and budget priorities. It then allocates School Improvement funds to further support our programs for the following year. We make instructional and curriculum decisions that are aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

Contact

Torrey Hills
10830 Calle Mar de Mariposa
San Diego, CA 92130-8657

Phone: 858-481-4266
Email: kstanton@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	hmcclurg@dmusd.org
Website	http://www.dmusd.org

School Contact Information (School Year 2019—20)	
School Name	Torrey Hills
Street	10830 Calle Mar de Mariposa
City, State, Zip	San Diego, Ca, 92130-8657
Phone Number	858-481-4266
Principal	Kristin Stanton, Principal
Email Address	kstanton@dmusd.org
Website	www.dmusd.org/torrey
County-District-School (CDS) Code	37680566120596

Last updated: 1/7/2020

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

Welcome to Torrey Hills School, where "there's no better place to learn."

Torrey Hills School opened its doors in September 2002. We proudly provide all Torrey Hills students with an outstanding educational and interactive environment. The individual academic and social needs of all students are our number-one priority. In addition to the quality program provided from our talented and dedicated classroom teachers, each child receives instruction from certificated teachers who are specialists in music, art, technology, science, and physical fitness. Working closely with classroom teachers, these content area specialists provide integrated learning opportunities for our students incorporating the arts, sciences, and technology into the grade-level curriculum.

Each year our students participate in a variety of local, state, and national academic competitions, such as the Reflections Art competition, Science Olympiad, Continental Math League and more. Torrey Hills' success in these contests and competitions reflects the motivation of our students, and the dedication of our staff and parents in supporting our students' academic success. The entire Torrey Hills staff, parents, and community work collaboratively to study our school and ensure ongoing improvement of our excellent academic programs.

Upon entering the Torrey Hills School campus, it is evident that all students and adults are focused on creating and maintaining a positive learning environment that supports student and adult learning. Schoolwide assemblies, grade-level performances, lunch clubs, student leadership, social-emotional development programs, and community service are among the many activities that enrich our school's positive climate.

Through the support of our PTA and Education Foundation, a Tile Wall was installed in 2009–2010 and is updated annually to reflect new families. Our teachers and students continue to increase the use of technology within our classrooms through web-based projects, online programs to practice basic skills, presentations, coding, writing for a real audience to name a few. Our PTA and our principal's electronic newsletter communications keep our community informed about school and district news while reducing the use of paper resources.

Our school is committed to academic excellence and the education of every child. Our staff is dedicated to meeting the academic and social needs of every child, and our students are motivated to learn and achieve at high levels through enrichment, extension activities, differentiation, community service, and student responsibility.

Major Achievements – Most Recent Year

Torrey Hills School is committed to the development of the total child. This year we continue to develop our district wide STEAM+ initiative at Torrey Hills. Our multifaceted program provides opportunities to experience art, literature, drama, music, technology, science, research, and physical fitness as the important work in our classrooms. Teachers work side by side to read, write, and evaluate their learning related to the New Generation Science Standards as well as social studies curriculum. Additionally, we held our STEAM+ family night in which our STEAM+ teachers developed an integrated, hands-on learning experience for students and their families.

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 thoughtful and productive citizens in today's rapidly changing society. These programs include in depth learning projects in unique areas of interest,

school clubs, participation in state and national academic competitions, student council, technology, science lab, news broadcasts created by students, and community service projects. This year we participated in the Great Kindness Challenge in which students participated in a week-long challenge of doing as many acts of kindness as possible each day of school.

Our students participate and perform well in local and national competitions. Students in grades three through six earned special recognition, prizes, trophies, and ribbons in a variety of competitions this year, including Robotics and the Science Olympiad. During Ocean Week students in all grades engaged in hands-on learning to understand and preserve our ocean resources. Community experts give lectures and demonstrations to help our students make connections between their learning in school and the world beyond school.

Twice a year, students in fourth through sixth grade showcase their talent in a band concert and choir performance. All students perform in grade-level productions developed jointly by grade-level teams and the music teacher. Our annual Open House includes displays of learning in individual classrooms as well as an art show which highlights the creative designs our students produce in the art studio under the guidance of a certified art specialist.

Focus for Improvement – Most Recent Year

Our teachers, support staff, and parent leadership groups continuously refine effective use of a comprehensive, research-based character education program that fosters inclusion of, and respect for, all students as socially conscious citizens of their home, school, community, and the world. We continue to review our Positive School Climate Plan to ensure that all students and adults support the plan for a peaceful and productive learning environment. We have fully implemented the Second Step Program, a social emotional and academic success program.

We are fortunate to have a school community in which students and their families represent a wide variety of languages, cultures, and nationalities. We celebrate the individuality, heritage, and traditions of all students, staff, and their families. This year we are continuing to increase our knowledge and efforts to support newcomers and students who are learning English as a second language. The implementation of our leveled literacy intervention program is already showing great promise to accelerate students' language acquisition.

As we continue to integrate technology throughout the curriculum, students in 3-6 grades use Chromebooks to increase their research skills and develop projects designed to communicate their learning to other students, teachers, and parents beyond their classrooms. Under the guidance of parent volunteers and the technology teacher, a committee of fourth, fifth, and sixth graders produce the annual Torrey Hills Yearbook. This publication reflects students' interests and highlights school wide events held throughout the year. Students take the photographs and design each page of the yearbook. Together, we work to teach digital citizenship to our students.

Torrey Hills continues to increase and enhance visual and performing arts through our STEAM+ program. Parent and corporate contributions augment our district's commitment to the arts as we engage talented and certified specialists to provide instruction in music and visual and performing arts.

Torrey Hills offers a varied program to meet the needs of all students. Students who perform at the advanced levels receive differentiated instruction from their classroom teachers and our content area specialists. English Learners and students who need more time or specialized instruction to meet grade-level content standards receive additional support through differentiated classroom instruction and other services as appropriate to the students' needs.

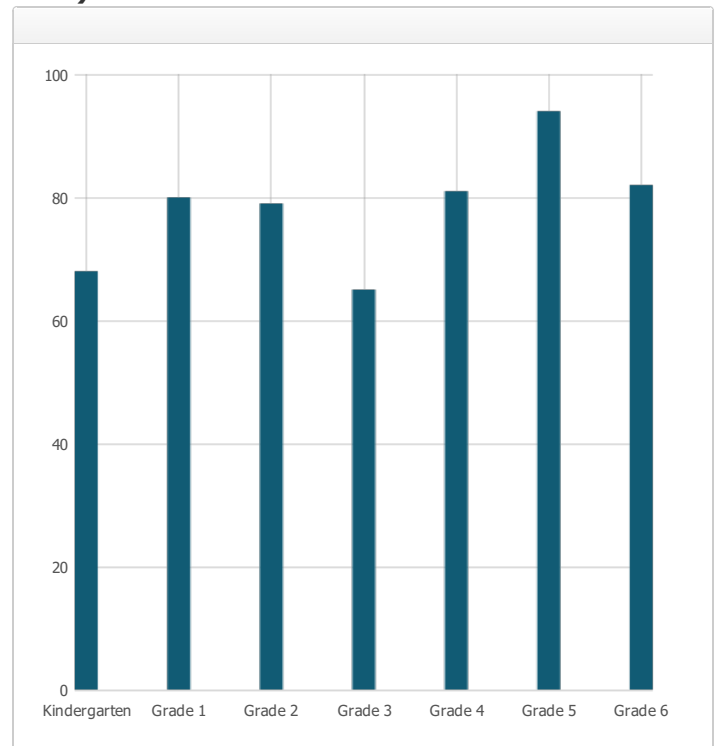
Our school uses the professional learning community model to collaborate within and across grade-level teams to provide instruction to meet the varied learning needs of each student. Teacher teams review common assessments of classroom work, district benchmark tests, and state accountability measures to deepen their understanding of students' academic strengths and needs.

Torrey Hills' students consistently perform at very high levels in all academic content areas. Our mathematics goals include using common problem-solving strategies and protocols in all classes within and across grade levels. Teachers attend professional training in Cognitively Guided Instruction (CGI) to increase their understanding and use of best instructional practices to develop deep mathematical thinking. Our English language arts goals include: implementing reading instruction to ensure it is meaningful to students to develop a deep understanding of the reading content standards through the use of standards based curriculum and professional training in reading and writing instruction.

Last updated: 1/10/2020

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	80
Grade 2	79
Grade 3	65
Grade 4	81
Grade 5	94
Grade 6	82
Total Enrollment	549



Last updated: 1/7/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	0.20 %
Asian	39.70 %
Filipino	1.80 %
Hispanic or Latino	13.50 %
Native Hawaiian or Pacific Islander	%
White	36.60 %
Two or More Races	7.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.80 %
English Learners	22.60 %
Students with Disabilities	16.80 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

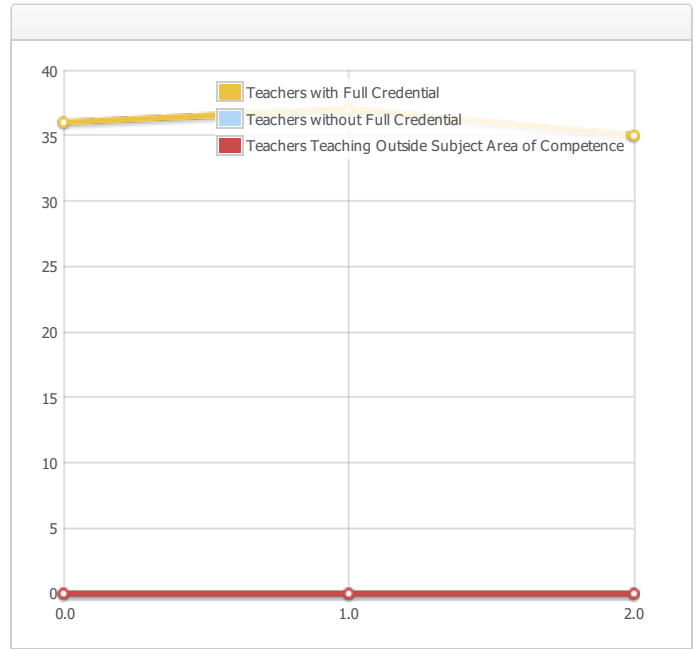
State Priority: Basic

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

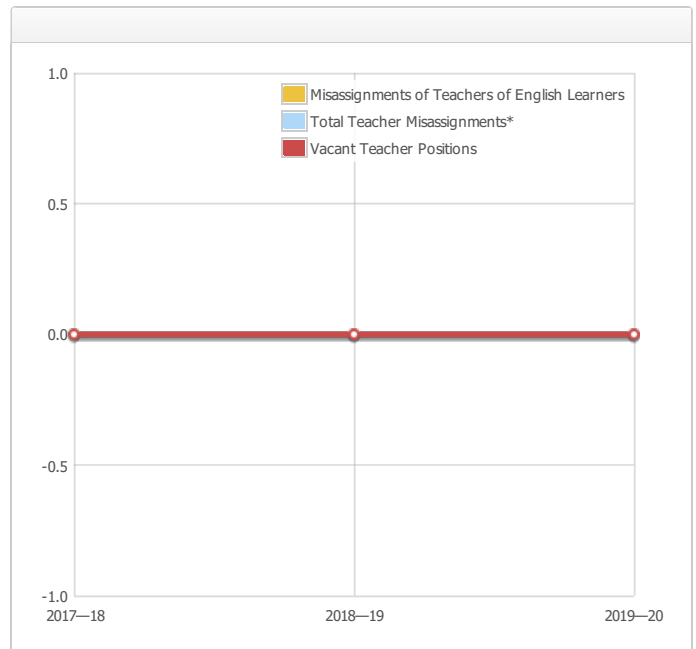
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	36	37	35	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	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 Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

School Facility Conditions and Planned Improvements

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

Last updated: 1/10/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	84.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	80.0%	78.0%	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	308	289	93.83%	6.17%	84.08%
Male	156	144	92.31%	7.69%	79.86%
Female	152	145	95.39%	4.61%	88.28%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	115	100	86.96%	13.04%	92.00%
Filipino	--	--	--	--	
Hispanic or Latino	44	44	100.00%	0.00%	70.45%
Native Hawaiian or Pacific Islander					
White	113	110	97.35%	2.65%	84.55%
Two or More Races	26	26	100.00%	0.00%	73.08%
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	60.00%
English Learners	79	61	77.22%	22.78%	77.05%
Students with Disabilities	54	53	98.15%	1.85%	49.06%
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	308	306	99.35%	0.65%	78.10%
Male	156	154	98.72%	1.28%	79.22%
Female	152	152	100.00%	0.00%	76.97%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	115	114	99.13%	0.87%	92.11%
Filipino	--	--	--	--	
Hispanic or Latino	44	44	100.00%	0.00%	61.36%
Native Hawaiian or Pacific Islander					
White	113	113	100.00%	0.00%	75.22%
Two or More Races	26	26	100.00%	0.00%	57.69%
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	52.00%
English Learners	79	78	98.73%	1.27%	73.08%
Students with Disabilities	54	53	98.15%	1.85%	50.94%
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	15.40%	28.60%	37.40%

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 in the classrooms and through many organizations. This year we had incredible participation in the STEAM+ Family Night where families experienced learning in each specialists' classroom with their children. Our School Site Council is an elected group of parents and staff who meet regularly to study the effectiveness of curriculum and instruction. Additionally, our English Language Advisory Committee meets after every Principal Chat in order to discuss the needs and progress of English Learners. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers on campus. 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. Our Del Mar Schools Education Foundation Committee also involves dedicated parents who support our STEAM+ programs and events like STEAM+ night and the Jog-A-Thon. Parent volunteers support a teacher in compiling our school yearbook with student participation as part of a club.

State Priority: Pupil Engagement

Last updated: 1/10/2020

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%	0.60%	0.50%	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, 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 enable students to cross streets safely. Staff members supervise students 15 minutes prior to the start of school and at each recess and lunch period. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

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	23.00		3	
1	22.00		3	
2	18.00	4		
3	20.00	4	1	
4	23.00		4	
5	27.00		3	
6	23.00	1	4	
Other**	9.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	19.00	4	1	
1	19.00	4		
2	22.00		3	
3	21.00	2	2	
4	25.00		4	
5	25.00		3	
6	24.00	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	22.00		3	
2	22.00	1	3	
3	18.00	3	1	
4	25.00		3	
5	26.00		3	
6	21.00	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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)	0.76
Psychologist	1.50
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	1.71
Other	

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

Last updated: 1/7/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13423.00	\$3409.00	\$10014.00	\$92720.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	2.78%	1.88%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	33.40%	19.46%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

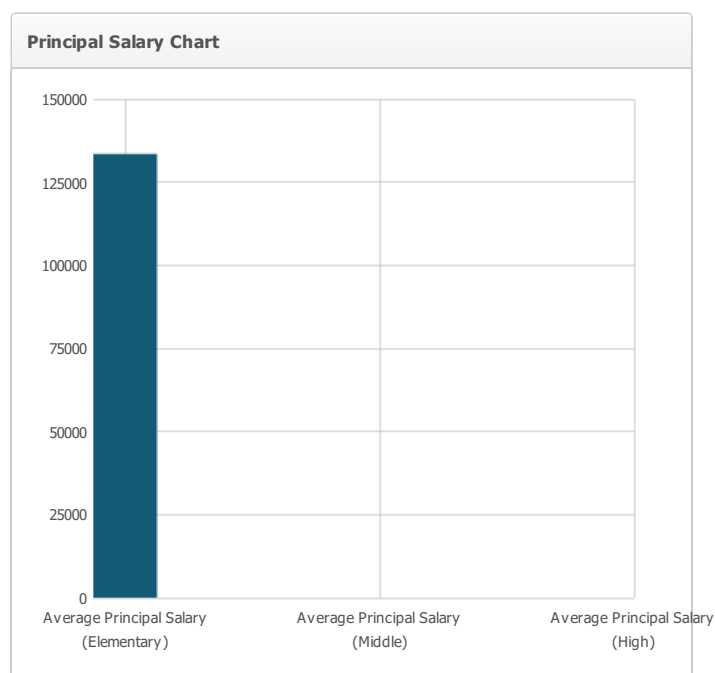
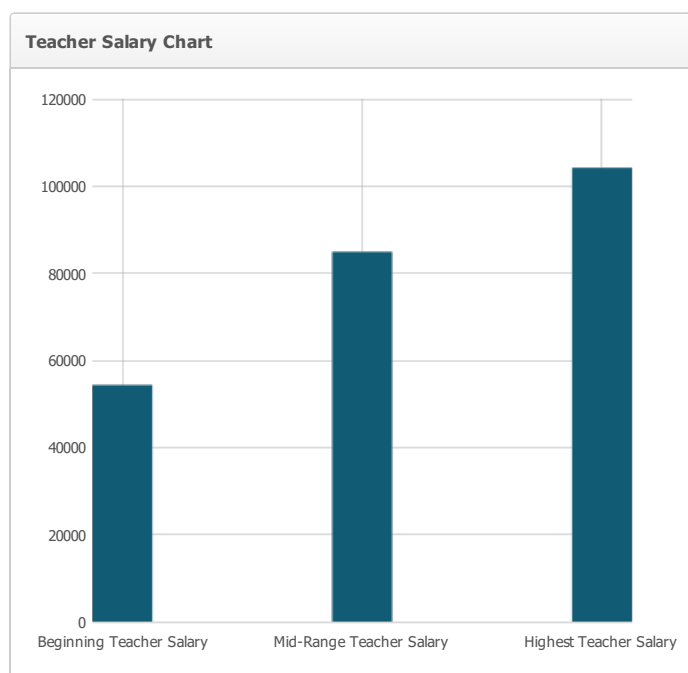
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's 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: 1/10/2020

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	6	5	5

Last updated: 1/16/2020