

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### Del Mar Heights Elementary

Address: 13555 Boquita Dr. Del Mar, CA 92014-3453

Principal: Wendy Wardlow, Principal

Phone: (858) 755-9367

Email: [wwardlow@dmusd.org](mailto:wwardlow@dmusd.org)

Web Site: [www.dmusd.org/heights](http://www.dmusd.org/heights)

CDS Code: 37680566038111



### Del Mar Union Elementary

Superintendent: Holly McClurg

Phone: (858) 755-9301

Email: [hmcclurg@dmusd.org](mailto:hmcclurg@dmusd.org)

Web Site: [www.dmusd.org](http://www.dmusd.org)



## I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information

#### Most Recent Year

District Name: Del Mar Union Elementary  
 Phone Number: (858) 755-9301  
 Superintendent: Holly McClurg  
 E-mail Address: [hmcclurg@dmusd.org](mailto:hmcclurg@dmusd.org)  
 Web Site: [www.dmusd.org](http://www.dmusd.org)

### School Contact Information

#### Most Recent Year

School Name: Del Mar Heights Elementary  
 Street: 13555 Boquita Dr.  
 City, State, Zip: Del Mar, CA 92014-3453  
 Phone Number: (858) 755-9367  
 Principal: Wendy Wardlow, Principal  
 E-mail Address: [wwardlow@dmusd.org](mailto:wwardlow@dmusd.org)  
 Web Site: [www.dmusd.org/heights](http://www.dmusd.org/heights)

County-District-School  
 (CDS) Code: 37680566038111

## School Description and Mission Statement (School Year 2016–17)

Del Mar Heights Elementary School is a safe, attractive learning community composed of 488 students in kindergarten through sixth grade. We celebrate the diversity of our families within our school where eighteen languages other than English are spoken. An environment of high expectations for social and academic success has created a positive child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county average and exhibit exemplary interpersonal skills in preparation to become leaders in our global society.

The Del Mar Heights certificated staff includes a principal, 20 classroom teachers, and STEAM+ specialist teachers offering instruction in the arts, physical education, science, and technology, 2 special day class teachers, 2 resource specialist teachers, 2 speech and language pathologists, and a school psychologist. Support staff includes an administrative assistant and office assistant, health technician, librarian, school plant manager and night custodian, and 14 instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

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

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

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

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

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

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

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

### Major Achievements – Most Recent Year

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

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

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

### Focus for Improvement – Most Recent Year

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

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

Our mathematics goals include using common problem-solving strategies and protocols in all classes within and across grade levels, and explicitly teaching mathematical vocabulary. Our reading goals include: emphasizing reading comprehension strategies at all grade levels; teaching reading strategies to students in upper grades to support comprehension of expository text, including social studies and science texts; developing vocabulary and using fluency exercises in all classes. Our writing goal focuses on improving writing proficiency in all common core designated genres of writing at all grade levels.

### Homework – Most Recent Year

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

### School Schedule – Most Recent Year

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

**Student Enrollment by Grade Level  
(School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	63
Grade 1	49
Grade 2	71
Grade 3	69
Grade 4	86
Grade 5	67
Grade 6	54
Total Enrollment	459

**Student Enrollment by Student Group  
(School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	13.5%
Filipino	0.9%
Hispanic or Latino	9.4%
Native Hawaiian/Pacific Islander	0.2%
White	68.2%
Two or More Races	6.8%
Socioeconomically Disadvantaged	4.1%
English Learners	6.1%
Students with Disabilities	18.5%
Foster Youth	0%

## 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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	24	26	29	255
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

## Leadership – Most Recent Year

The quality of instruction and leadership at Del Mar Heights is excellent due to the cooperative effort of the entire staff. Our principal has over 40 years of experience in education and holds a master’s degree.

Shared decision making is the norm at Del Mar Heights. We have weekly staff or Professional Learning Community team meetings, along with monthly instructional aide staff meetings. The School Site Council (SSC), which is represented equally by parents and staff, meets regularly. Our active PTA is a linchpin of support for the total school program. The Site Strategic Planning Team, which comprises parents, staff, and community members, meets annually with the SSC to review, update, and create new school goals. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0%
All Schools in District	100.00%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100.00%	0%

**Note:** High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading/Language Arts 2003	Yes	0%
Mathematics	Pearson Investigations 2017	Yes	0%
Science	Houghton Mifflin Science California, 2005	Yes	0%
History-Social Science	Harcourt Brace Social Studies 2000	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Macmillan/McGraw-Hill Health & Wellness, 2005	Yes	0%
Visual and Performing Arts	McGraw-Hill Share the Music, 2005 site-based	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

### 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 ten 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.

### 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.

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: October 2016

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



### Overall Facility Rate

Month and year in which data were collected: October 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

### 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 they receive instruction on library skills and research skills to reinforce classroom learning.

### Computers – Most Recent Year

Technology is integrated into all facets of our curriculum. All students in kindergarten through sixth grade participate in project- based technology lessons in our dedicated Technology Lab which has a credentialed teacher overseeing the instruction. Students in third through sixth grades each have their own Chromebook which they use daily as part of their instruction. Additionally, all classes in grades K - 2 have banks of iPads which students use regularly.

## 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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8)	88%	85%	87%	87%	44%	48%
Mathematics (grades 3-6)	86%	83%	84%	84%	34%	36%

**Note:** Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Six (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	66	91.67%	80.30%
Male	36	33	91.67%	75.76%
Female	36	33	91.67%	84.85%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31%	75.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	44	93.62%	84.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	71.43%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.78%	86.36%
Male	46	44	95.65%	81.82%
Female	44	44	100.00%	90.91%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	9	81.82%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	64	64	100.00%	87.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	22	100.00%	54.55%
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 on the CAAs divided by the total number of students who participated in both assessments.

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**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.

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	69	97.18%	89.86%
Male	35	33	94.29%	84.85%
Female	36	36	100.00%	94.44%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52	96.30%	94.23%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	69.23%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15%	83.02%
Male	35	34	97.14%	79.41%
Female	19	19	100.00%	89.47%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.22%	80.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Assessment Results –Mathematics  
 Disaggregated by Student Groups, Grades Three through Six (School Year 2015–16)  
 Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	66	91.67%	86.36%
Male	36	33	91.67%	81.82%
Female	36	33	91.67%	90.91%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31%	83.33%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	44	93.62%	86.36%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	78.57%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.78%	79.55%
Male	46	44	95.65%	77.27%
Female	44	44	100.00%	81.82%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	9	81.82%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	64	100.00%	76.56%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	22	100.00%	50.00%
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 on the CAAs divided by the total number of students who participated in both assessments.

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**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.

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	69	97.18%	86.96%
Male	35	33	94.29%	81.82%
Female	36	36	100.00%	91.67%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52	96.30%	94.23%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	69.23%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.



## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15%	81.13%
Male	35	34	97.14%	79.41%
Female	19	19	100.00%	84.21%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.22%	82.86%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grade 5)	94%	98%	97%	92%	94%	89%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grade Five (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	71	69%	97.18%	97.10%
Male	35	33%	94.29%	93.94%
Female	36	36%	100.00%	100.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52%	96.30%	98.08%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13%	92.86%	100.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

## Other Measures of Student Achievement – Most Recent Year

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

**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 2015-16)**

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	7.20%	15.90%	76.80%

**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.


**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 2016–17)**

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. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

**STATE PRIORITY: 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.84	0.42	0.21	0.43	0.53	0.41	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

### Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering our school. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students’ academic interests and emphasize the development of character and citizenship. Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders program. PeaceBuilders operates on six principles, which state that as a community we will “praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others”. We reward positive behavior and maintain a positive, safe, active playground environment. We have implemented schoolwide playground game rules and maintain adult supervision, including parental help, during recess and lunch.

### School Safety Plan – Most Recent Year

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 parent volunteer 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.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0%

**Note:** Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	3		18	1	2		20	3		
1	21	1	2		22		3		23		2	
2	23		3		21		3		23		3	
3	22		3		22		3		22		3	
4	28		2		26		3		27		3	
5	27		2		29		2		22		3	
6	24		3		20	1	2		27		2	
Other	9	1							18	2		

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

## Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.41	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non - teaching)	.53	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.

## Specialized Program/Staff – Most Recent Year

The Del Mar Union School District provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Del Mar Heights Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a Health Technician.

The Del Mar Union School District takes a proactive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small-group counseling; crisis counseling; parent education evenings; effective classroom instruction; and training for teachers, aides, parents, and community. Our school also supports special programs in music, art, physical education, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,666	\$2,246	\$8,419	\$85,765
District	N/A	N/A	\$8,217	\$78,068
Percent Difference – School Site and District	N/A	N/A	2%	10%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	48%	19%

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

### Types of Services Funded (Fiscal Year 2015-16)

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.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,685	\$44,507
Mid-Range Teacher Salary	\$77,093	\$68,910
Highest Teacher Salary	\$94,594	\$88,330
Average Principal Salary (Elementary)	\$119,678	\$111,481
Average Principal Salary (Middle)	N/A	\$115,435
Average Principal Salary (High)	N/A	\$113,414
Superintendent Salary	\$185,000	\$169,821
Percent of Budget for Teacher Salaries	46%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 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' annual 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.