

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Carmel Del Mar Elementary

Address: 12345 Carmel Park Dr. San Diego, CA 92130-2222
Principal: Jessica Morales, Principal
Phone: (858) 481-6789
Email: jmorales@dmusd.org
Web Site: www.dmusd.org/cdm
CDS Code: 37680566110696



Del Mar Union Elementary

Superintendent: Holly McClurg
Phone: (858) 755-9301
Email: hmcclurg@dmusd.org
Web Site: 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
 Web Site: www.dmusd.org

School Contact Information

Most Recent Year

School Name: Carmel Del Mar Elementary
 Street: 12345 Carmel Park Dr.
 City, State, Zip: San Diego, CA 92130-2222
 Phone Number: (858) 481-6789
 Principal: Jessica Morales, Principal
 E-mail Address: jmorales@dmusd.org
 Web Site: www.dmusd.org/cdm
 County-District-School
 (CDS) Code: 37680566110696

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

In 1992, Carmel Del Mar School (CDM) opened its doors as the district's first elementary school east of Interstate 5. CDM is a neighborhood school providing a quality education to students in Kindergarten through Sixth Grade.

This year, we enthusiastically opened our doors to 525 students in 23 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 22:1 and fourth through sixth grade maintain a 28:1 ratio.

Our goal is to create a nurturing learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. Our goal is to help students realize their individual potential through our challenging and differentiated academic program. CDM is currently piloting Modern Learning Studios in all fifth grade classrooms and a 4/6 combo in an effort to realize the potential and effects an agile and innovative learning environment can have on student engagement, teaching and learning.

In addition, we want each student to develop positive self-esteem, integrity, an appreciation of the arts, an interest in science, and an understanding of technology as an important tool in learning. Through our STEAM+ Program, we offer weekly classes taught by credentialed specialists in the areas of visual art, choral and instrumental music, technology, physical education, and scientific investigation.

We encourage the support and involvement of families, community members, and business partners as we work together to meet the unique needs of each student. Our learning environment is enriched as we celebrated through our cultural and linguistic diversity. We believe that building relationships is critical to meaningful collaboration. When all stakeholders feel that they are valued members of the learning community, they develop a sense of ownership and efficacy that transforms teaching and learning.

Major Achievements – Most Recent Year

- Carmel Del Mar School implemented three Modern Learning Studio classrooms in 5th grade. These innovative classrooms will be used to observe the effects of environment on student engagement and learning.
- Carmel Del Mar teachers have participated in training in formative assessment practices used to guide and assess student learning. Teachers have identified formative assessment practices, are sharing best practices within and among grade-levels, and are utilizing district created Proficiency Level Descriptors to guide instruction and assist in assessing students.
- All CDM classroom teachers have continued training in Cognitively Guided Instruction, a methodology that supports problem-solving and conceptual understanding in math. This has increased teacher competency in the implementation of the California Standards in the area of mathematics.
- Carmel Del Mar School has made a school wide commitment to improving our students as readers. We are in Year 5 of implementing the Leveled Literacy Intervention (LLI) program in an effort to provide remediation to our struggling readers. The LLI program has provided immediate, targeted instruction for many readers and has strengthened the reading instruction that all students receive on campus.
- Chromebooks were purchased and employed in all third grade classrooms, giving these students a one-to-one technology device at school. Currently, all students in second through sixth grade have a Chromebook to support teaching and learning occurring in these classrooms.
- A strength of Carmel Del Mar School is a high level of parent and community support. CDM has developed productive community partnerships and maintains an active PTA and Dad's Club. In addition, parent volunteers work daily in classrooms to support teachers and students in a variety of ways and run lunch clubs that enhance the education of students at CDM.
- Carmel Del Mar School is committed to the development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education. Students

receive weekly instruction by credentialed teachers in these areas through our STEAM+ program. CDM families are highly supportive of the Del Mar Schools Education Foundation, who assist in funding these important programs.

- In addition to our STEAM+ classes, CDM is proud to offer students a variety of clubs such as: Zoo Crew, Open Art Studio, Mileage Club, Math 24, Dragon Math, Architecture Club, Green Team, Choir Club, Science Olympiad, Kindness Club, Algebra Club, Drums and Percussions Club, and Robotics. Our school community showcases student work at our annual Winterfest celebration, Open House, and Invention Fair. CDM also hosted a STEAM+ Family Night in which students were able to participate in hands-on, multidisciplinary learning experiences.
- Carmel Del Mar School participates in many activities that enhance our school wide focus on social emotional learning. We participated in the *Great Kindness Challenge* and a service-learning project that collected school and art supplies for a local school in need. CDM adopted a comprehensive social-emotional curriculum called *Second Step* and *Peaceful Playgrounds* to meet the emotional needs of all students on campus.

Focus for Improvement – Most Recent Year

1) Carmel Del Mar teachers will continue our focus on Reading and Writing instruction aligned with the Common Core State Standards (CCSS) through the following efforts:

- Teachers will use the DMUSD Language Arts Toolkit to plan and deliver rigorous, standards-based reading and writing instruction that is aligned to the CCSS.
- Analysis of the CCSS, current reading instructional practices, and vertical articulation to determine alignment.
- Train teachers in the instructional shifts in reading.
- Develop units, lessons, or activities that address grade-level reading standards.
- Further the implementation of Leveled Literacy Intervention program to provide remediation to students.
- All 3rd, 4th, 5th, and 6th grade students will utilize Google Docs as a tool to support an effective writing program-revising, editing, publishing, as well as collaboration and feedback
- Evaluate guided reading needs and purchase book sets for kindergarten through second grade classes.

2) Carmel Del Mar teachers will continue our focus on math Instruction aligned with the Common Core State Standards (CCSS) through the following efforts:

- Teachers use Del Mar Union School District Mathematics Toolkit and Supplemental Units to plan and deliver math instruction that is guided by and aligned to the CCSS.
- Teachers continue to refine the integration of CGI and Common Core math when planning, delivering, and assessing math instruction.
- Teacher development of units and lessons that address grade-level CCSS and integrate supplemental instructional resources (Dreambox, Investigations, CMP, Kathy Richardson)
- All teachers will attend Cognitively Guided Math Instruction (CGI) Professional Development

3) Carmel Del Mar School will continue to expand our implementation of Formative Assessment Practices used to guide and assess student learning.

- Analyze formative assessment practices teachers are using to formatively assess students.
- Training teachers in how to use Illuminate, NWEA, and ESGI to access assessment data for students. Teachers will use this assessment data to guide instruction and report out to students and families.
- Utilization of district created Proficiency Level Descriptors and assessment data to guide instruction and assist in assessing students and guiding instruction

4) Carmel Del Mar teachers will continue to collaborate in Professional Learning Community teams to analyze data, plan instructional units, and implement instructional strategies that target students at a variety of instructional levels.

5) Carmel Del Mar School will provide environments suited for 21st century learning in which students think critically, are creative, and innovative.

- Three Modern Learning Studios in 5th Grade.
- 5th grade teachers will pilot Haiku- a learning management system.
- Review and evaluate the pilot of Modern Learning Studios.
- Evaluate appropriate technology tools in K-2 classrooms and develop a funding plan to purchase additional devices.
- Explore adding “Maker” experiences on campus.

6) Carmel Del Mar School will provide a safe and nurturing environment that encourages student engagements and individual ownership of learning.

- Adopt and implement *Second Step: Skills for Social and Academic Success* in grades Kindergarten through Fifth.
- Adopt and implement Second Step Middle School program, *Stepping Up*, in Sixth Grade.
- Adopt and Implement *Peaceful Playgrounds* program.
- All K-6th grade students will be instructed in Internet safety. Third through Sixth grade students will be instructed in cyber-bullying and social media safety.

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	65
Grade 1	65
Grade 2	67
Grade 3	88
Grade 4	85
Grade 5	84
Grade 6	83
Total Enrollment	537

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

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0%
Asian	28.9%
Filipino	0.7%
Hispanic or Latino	12.7%
Native Hawaiian/Pacific Islander	0%
White	50.1%
Two or More Races	6.9%
Socioeconomically Disadvantaged	6.1%
English Learners	13.8%
Students with Disabilities	11.7%
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	31	29	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

Our principal, Jessica Morales, has a Bachelor of Arts in Sociology from the University of California at Berkeley, a Multiple-subject Teaching Credential from the University of California at San Diego, and a Master of Arts in Education from California State University San Marcos. Before joining the Carmel Del Mar family in 2013, our principal taught multiple grade levels in the Del Mar Union School District for 12 years. She also worked as an elementary and middle school Assistant Principal in the Carlsbad Unified School District before becoming the principal of Carmel Del Mar School.

The quality of instruction and leadership at Carmel Del Mar School is excellent due to the collaborative efforts of the entire staff. Staff and teacher teams collaborate on a weekly basis with our principal to work toward school goals, which are aligned to our district strategic plan. We utilize a shared decision-making process that takes input from all stakeholders. This shared leadership allows our school to grow and change as a united entity with common goals.

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%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	.00%	N/A
Low-Poverty Schools in District	100.00%	.00%

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 receive instruction in library skills, including research skills, to reinforce classroom learning.

Computers – Most Recent Year

Carmel Del Mar students have access to computers in all classrooms. Second through Sixth Grade students have one to one devices, Chromebooks, which they use to develop 21st century digital skills. In addition, our school has a computer lab that students visit weekly. Lastly, smaller sets of iPads have been added to all kindergarten and first grade classrooms.

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 3-6)	86%	83%	87%	87%	44%	48%
Mathematics (grades 3-6)	83%	80%	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	92	84	91.30%	84.52%
Male	45	39	86.67%	79.49%
Female	47	45	95.74%	88.89%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	17	80.95%	88.24%
Filipino	--	--	--	--
Hispanic or Latino	14	10	71.43%	90.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	48	100.00%	81.25%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	18	12	66.67%	83.33%
Students with Disabilities	13	13	100.00%	53.85%
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	86	84	97.67%	65.48%
Male	44	42	95.45%	57.14%
Female	42	42	100.00%	73.81%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.30%	73.08%
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	58.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.30%	61.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	11	84.62%	36.36%
Students with Disabilities	13	13	100.00%	46.15%
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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ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	82	95.35%	90.24%
Male	43	40	93.02%	90.00%
Female	43	42	97.67%	90.48%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	20	86.96%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87%	89.13%
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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	75	91.46%	93.33%
Male	43	40	93.02%	95.00%
Female	39	35	89.74%	91.43%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	22	88.00%	90.91%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	41	93.18%	95.12%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	6	50.00%	83.33%
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.

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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.

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	92	90	97.83%	83.33%
Male	45	44	97.78%	84.09%
Female	47	46	97.87%	82.61%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24%	95.00%
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.86%	69.23%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	48	100.00%	85.42%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	18	18	100.00%	83.33%
Students with Disabilities	13	13	100.00%	46.15%
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	86	85	98.84%	67.06%
Male	44	43	97.73%	67.44%
Female	42	42	100.00%	66.67%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00%	85.19%
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.30%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	13	12	92.31%	58.33%
Students with Disabilities	13	13	100.00%	46.15%
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 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	82	95.35%	78.05%
Male	43	40	93.02%	80.00%
Female	43	42	97.67%	76.19%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	91.30%	95.24%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.74%	68.89%
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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	79	96.34%	91.14%
Male	43	40	93.02%	92.50%
Female	39	39	100.00%	89.74%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.00%	95.83%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	42	95.45%	90.48%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	10	83.33%	80.00%
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)	87%	83%	77%	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	86	83%	96.51%	77.11%
Male	43	41%	95.35%	87.80%
Female	43	42%	97.67%	66.67%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21%	91.30%	95.24%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46%	97.87%	76.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	6.00%	13.30%	79.50%

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 (SSC) is an elected group consisting 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 the participation of students' fathers on campus. Parents are welcome to serve as volunteers in classrooms or for school wide events. In addition, parents routinely run clubs and assist with special projects and events on campus. 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	1.26	0.71	0.17	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 campus. 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 good character and citizenship. Our school has a progressive discipline plan in place that is communicated to students and parents on a regular basis. Classroom teachers focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. We reward positive behavior and maintain a positive, safe, active playground environment. We have worked together with students to craft and implement school-wide playground game rules and maintain adult supervision during recess and lunch.

School Safety Plan – Most Recent Year

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. The principal and custodian work with the district leadership personnel to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

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

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	21	1	2		21	1	3		22		3	
1	23		3		22		3		22		2	
2	22		4		22		4		22		3	
3	21		4		20	3	1		22		4	
4	26		2		28		3		27		3	
5	27		3		23		3		28		3	
6	27		3		28		3		27		3	
Other	7	2			8	1			3	1		

* 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	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.38	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non - teaching)	.7	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 takes an aggressive 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 nights; effective classroom instruction; and ongoing professional learning opportunities for teachers, aides, parents, and community members. Our district also provides a variety of support services, including a school psychologist who regularly

consults with school personnel concerning student welfare. A full-time registered nurse is available for students in the district, and our health office is staffed with a health technician on a daily basis. Our school also supports special programs in music, art, PE, 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	\$10,224	\$2,246	\$7,998	\$78,448
District	N/A	N/A	\$8,419	\$78,068
Percent Difference – School Site and District	N/A	N/A	-5%	.05%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	40%	9%

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.