

# Carmel Del Mar School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Carmel Del Mar School
<b>Street</b>	12345 Carmel Park Dr.
<b>City, State, Zip</b>	San Diego, CA, 92130
<b>Phone Number</b>	858-481-6789
<b>Principal</b>	Julie Lerner
<b>Email Address</b>	jlerner@dmusd.org
<b>County-District-School (CDS) Code</b>	37680566110696

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Del Mar Union Elementary School District
Phone Number	(858) 755-9301
Superintendent	Dr. Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	<a href="http://www.dmusd.org/">http://www.dmusd.org/</a>

## School Description and Mission Statement (School Year 2020-2021)

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### About Our School

Julie Lerner, the principal of Carmel Del Mar School, has a strong background in educational leadership and instructional expertise. Her core leadership values include but are not limited to: being present and available to all stakeholders; guiding decisions based on what's best for students; nurturing a positive school culture where everyone believes all students can and will succeed; engaging in continuous improvement; taking good care of the staff; and leading with humor, warmth, energy and integrity. This is Ms. Lerner's second year at Carmel Del Mar, her fifteenth year serving as a site-based administrator, and she has an additional thirteen years of teaching experience at the elementary school level.

Carmel Del Mar School (CDM), home of the Dragons, welcomes and educates neighborhood children from kindergarten through sixth grade. When CDM opened its doors to students in 1992, it was the first school east of Interstate 5 in the Del Mar Union School District. The members of our school community are proud of our longstanding tradition of providing educational excellence throughout the past twenty-seven school years. At CDM, we have an ongoing commitment to academic excellence and education of the whole child, a staff dedicated to meeting the academic and social emotional needs of every Dragon, and a student body that is motivated to learn and achieve.

This year, we enthusiastically opened our doors to 624 students in 29+ classrooms (twenty-four in-person classrooms and five CDM teacher-led Launch classrooms). This year, due to the COVID-19 pandemic, kindergarten through third grade classrooms maintain a student to teacher ratio of 18:1 and fourth through sixth grade maintain student to teacher ratio of 21:1 for the in-person program; and a student to teacher ratio of 22:1 in kindergarten through third grade and 28:1 in fourth through sixth grade classrooms in the Launch program.

At CDM, our collective goal is to create a learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. We aspire to help each one of our students realize their individual potential through our challenging and differentiated academic program. Elements of Modern Learning Studios have been implemented in all second through sixth grade classrooms in an effort to realize the potential and effects an agile and innovative learning environment can have on student engagement, teaching and learning. Prototypes for primary Modern Learning Studios, in kindergarten and first grade, are in the process of being piloted in two classrooms on the CDM campus this year, and we are also piloting a Modern Learning Studio in our Functioning Life Skills class.

The quality of meaningful instruction and high levels of collaborative leadership at Carmel Del Mar School is remarkable - this is due in large part to the collective efforts of every member of the Carmel Del Mar staff. Staff and teacher-teams meet on a regular basis to engage in shared decision-making about what's best for students by analyzing informal and formal assessment data to identify students' strengths and needs, and using this information to determine next instructional steps. Our School Site Council (SSC) meets quarterly to develop, review and evaluate school improvement programs and school budgets. The SSC reviews our school's ongoing progress and uses this information to make recommendations for improvement and budget priorities. Based on these recommendations, the SSC agrees to allocate Site Improvement funds to further support our programs in an effort to meet the range of our students' needs.

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 STEAM education classes taught by credentialed specialists to our students in the areas of visual arts, performing arts, physical education, scientific investigation and integrated/design thinking challenges. We support the social and emotional wellbeing of students through lessons that teach invaluable skills that help them navigate their way through school, and the world beyond, via the use of the Second Step SEL Program. This year, schoolwide, we are taking action to combat bullying and bias as a means to stop the escalation of hate and create a more inclusive climate at CDM by committing to actively participate in the No Place for Hate movement that is supported by the Anti-Defamation League.

Carmel Del Mar School has a detailed Site Strategic Plan that is updated annually. Our teachers continue to develop highly motivating, meaningful, student-centered instructional units of study and align them in accordance with State frameworks, California State Standards, district initiatives and students' instructional needs. Our collaborative teaching teams continually analyze student performance to develop and align instruction that is driven by student need.

We believe that building relationships is critical to meaningful collaboration. To that end, we encourage the support and involvement of our families, community members, and business partners as we work together to meet the unique needs of each one of our students. When all stakeholders feel they are valued members of the learning community, they develop a sense of ownership and efficacy that transforms teaching and learning. The entire CDM School community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff, coupled with our strong parent partnerships, makes CDM an outstanding place for children to learn.

#### Major Achievements –

- Carmel Del Mar School added three Modern Learning Studio classrooms in 2nd grade, and are piloting Modern Learning Studio classrooms in kindergarten, 1st grade, and in our Functioning Life Skills class.
- All CDM classroom teachers continue training in Cognitively Guided Instruction, a methodology that supports problem-solving and conceptual understanding in math. This increases teacher competency in the implementation of the California Standards in the area of mathematics.
- Carmel Del Mar School made a schoolwide commitment to improving our students as readers through the utilization of the Wonders (Kindergarten-5th grade) and StudySync (6th grade) curriculum coupled with engaging and involving our students in thinking routines to deepen their understanding of the content presented to them.
- Chromebooks are utilized by students in 2nd through 6th grade to support teaching and learning occurring in these classrooms.
- iPads are utilized in kindergarten and 1st grade classrooms, giving these students access to digital resources to support small group instruction and foster independence in reading and mathematics.
- 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. In addition, parents work collaboratively to support teachers and students in a variety of ways to 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 the visual and performing arts, technology, integrated units of study, science and physical education. Students receive regular 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, prior to the emergency COVID-19 pandemic, CDM was proud to offer a variety of clubs to all students, such as: Zoo Crew, Open Art Studio, Mileage Club, Math 24, Dragon Math, Green Team, Yearbook, and Robotics. Our school community showcased students' artistic accomplishments at our annual Winterfest Choral Performance as well as at our Art Show Reception. CDM also hosted a STEAM+ Family Night in which students and families participated 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 participate in the Great Kindness Challenge, and last year our students participated in a service-learning project that collected donations in an effort to end hunger through food rescue via Feeding San Diego. CDM also uses a comprehensive social-emotional curriculum called Second Step to help our students learn essential skills to help them navigate through our school as well as the community at large.

## Focus for Improvement – Most Recent Year

1) Carmel Del Mar teachers continue to focus on cultivating a strong academic core and high-quality instruction through the following efforts:

- Teachers receive professional learning in the essential elements of instruction for the purpose of increasing their knowledge of and the effective/intentional use of the elements.
- Teachers provide differentiated reading instruction to students by utilizing methodologies learned in trainings.
- Teachers implement the Wonders/StudySync programs and refine lessons to ensure students are engaged in meaningful learning experiences.
- Teachers continue to attend training in Cognitively Guided Instruction (mathematics).
- Teachers continue to use Cognitively Guided mathematical practices coupled with district adopted supplementary materials to plan and deliver math instruction that is guided by and aligned to the California State Content Standards.
- Teachers continue to refine the integration of Cognitively Guided Instruction and California State Content Standards (math) when planning, delivering, and assessing math instruction.
- Teachers receive ongoing professional learning and support in using Ellevation, a digital tool used to inform the reclassification process for English Learners and monitoring the progress of reclassified English proficient students.
- Teachers continue to refine the use of Google Classroom and SeeSaw as professional tools to support student learning via digital platforms and increase the efficient management of instructional resources.

2) Carmel Del Mar teachers continue to support students mastery of the skills that matter most through the following efforts:

- Teachers refine their implementation of Second Step, a comprehensive social emotional learning program, in all classrooms K-6th.
- Teachers and the principal continue professional learning in Creating Cultures of Thinking with Harvard Professor, Ron Ritchhart for Cohorts 1-4 of teachers. Teachers implement and share learned strategies with students.
- Professional learning continues to be provided to all teachers in the area of “Opportunities” from the book Creating Cultures of Thinking.
- Site-based Independent Learning Center Teams engaged in opportunities to discuss, investigate and create personalized, differentiated independent learning centers in ELA and Math.
- A Site-based CCoT Team collaborated around ideas to support staff in the shifts we continue to make in our school on our journey toward Creating Cultures of Thinking and Making Thinking Visible in every environment at CDM.

3) Carmel Del Mar teachers continue to enhance the learning environment (a.k.a. the "third teacher") to support student learning through the following efforts:

- Teachers continue to support classroom environmental shifts to create flexible learning settings that provide personalization, opportunities for student agency, and visually represent the process of students thinking.
- Staff identifies, purchases and maintains enhanced technology for classrooms to foster greater student collaboration, communication, and creativity.

5) Carmel Del Mar School continued to provide a safe and nurturing environment that encouraged student engagement and individual ownership of learning.

- We continue to implement the Second Step social emotional learning program: Skills for Social and Academic Success in grades Kindergarten through 5th.
- We continue to implement the Second Step Middle School social emotional learning program, Stepping Up, in 6th grade.
- We have begun to engage in school-wide lessons to learn how to take action against bullying and bias behaviors in an effort to cultivate a more equitable and inclusive campus at CDM via the No Place for Hate movement.
- All K-6th grade students engage in instruction around Internet safety via lessons that focuses on digital citizenship.
- Students engage in integrated/project based/design thinking real-world learning experiences that emphasized empathy.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	86
Grade 1	92
Grade 2	74
Grade 3	78
Grade 4	76
Grade 5	76
Grade 6	83
<b>Total Enrollment</b>	<b>565</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	35.2
Filipino	0.9
Hispanic or Latino	13.3
White	44.1
Two or More Races	5.5
Socioeconomically Disadvantaged	7.6
English Learners	15.4
Students with Disabilities	9.9
Homeless	0.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	31	35	284
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	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync Grade 6	Yes	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00%
Science	Houghton Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 Foss NGSS Kits, Grades K-6	Yes	0.00%
History-Social Science	Harcourt Brace Social Studies, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK PE, Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6 Site-Based	Yes	0.00%

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

## 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 recently collected** 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 11/18/2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	89	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	89	N/A	84	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	82	N/A	73	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-2021)

Carmel Del Mar School recognizes the importance of the partnership between home and school, and to this end remains committed to supporting parents as partners in educating our students. The parent community at CDM is especially accommodating when it comes to supporting and assisting us with meeting the needs of each one of our Dragons. We strongly encourage community involvement through multiple venues. The School Site Council is an elected group composed of parents and staff who meet four times each year to study the effectiveness of curriculum and instruction throughout our campus. The PTA meets monthly and provides a tremendous amount of support for school programs, family-fun activities, and community-building events. In addition, parents are always welcome and encouraged to participate in their children's education by serving as volunteers in classrooms and/or partaking in school-wide events. For the 2020-21 school year, due to the emergency COVID-19 pandemic, CDM's safe reopening guidelines only permit school personnel and essential workers on campus; therefore, all parent support is taking place outside of the school campus and via Zoom. Additionally, the safe reopening guidelines do not allow for whole school gatherings and mixing of classroom cohorts this school year.

Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering our school campus. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge student’s academic interests and emphasize the development of character and citizenship.

**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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.3	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3	7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

Carmel Del Mar School places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Visitors to the school must enter through the main office, log into the Raptor Visitor Management system and wear a badge/sticker if they wish to enter our campus. All school district personnel, including district office staff wear picture identification badges for security purposes.

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. The principal works with 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 student’s safety as well as to prepare for emergencies. We conduct regularly scheduled fire, earthquake and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

Due to the emergency COVID-19 pandemic, a committee of CDM staff and parents created a Safe Reopening Plan that outlines the routines, procedures and guidelines we are following on the CDM campus that have been generated to mitigate the transmission of the COVID-19 virus. A copy of CDM’s Safe Reopening Plan can be found on our school’s website.

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 guard ensures students and their families cross the street safely. Staff members supervise students 15 minutes before the instructional day begins, at each recess and lunch period, and for 15 minutes at the end of each school day.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	1	3		21	1	3		26		3	1
1	21	1	2		22		3		23		4	
2	22		3		22		3		20	2	1	
3	22		3		22		3		22		3	
4	24		3		28		2		25		3	
5	27		3		26		3		25		3	
6	26		4		26		4		28		3	
Other**					8	1			15	2		

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	1.00
Other	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13326	3065	10260	88913
District	N/A	N/A	10532	\$90,187
Percent Difference - School Site and District	N/A	N/A	-2.6	-1.4
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	27.9	9.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 School 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,012	\$50,574
Mid-Range Teacher Salary	\$85,971	\$76,649
Highest Teacher Salary	\$106,487	\$98,993
Average Principal Salary (Elementary)	\$132,077	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$245,000	\$193,925
Percent of Budget for Teacher Salaries	43.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	3.7

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District. While professional learning continues to be a priority for DMUSD, the average number of days for each teacher has reduced in response COVID-19 pandemic.