

# Del Mar Hills Academy

## 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>	Del Mar Hills Academy
<b>Street</b>	14085 Mango Dr.
<b>City, State, Zip</b>	Del Mar, CA, 92014
<b>Phone Number</b>	858-755-9763
<b>Principal</b>	Andrea Sleet
<b>Email Address</b>	asleet@dmusd.org
<b>County-District-School (CDS) Code</b>	37680566088983

## 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

The quality of instruction and leadership at Del Mar Hills Academy is extraordinary due to the cooperative and collaborative efforts of the entire staff. Andrea Sleet, the principal of Del Mar Hills Academy, has twenty-five years of education experience in the Del Mar Union School District. 2020 – 2021 is Mrs. Sleet’s second year as principal of Del Mar Hills Academy. Prior to becoming a principal, Mrs. Sleet was a classroom teacher and served in several instructional leadership roles for over twenty-two years and as an assistant principal for a year and a half. She values being present in classrooms in order to engage with students as they learn and think. She focuses on building connections and rapport with students. Mrs. Sleet values cultivating a school environment that is built on trust, open communication, integrity, continuous learning, and making all decisions focused on what is best for students. The culture of teamwork among staff and students is essential throughout the campus.

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 they use 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.

Our committed and dedicated PTA supports many school-wide events throughout the year to celebrate our students. Our PTA supports school-wide events such as the book fair, family nights, carnivals, community service events, PTA Reflections event, Grandparents lunch, school assemblies, and SurfRiders Explore events. The hours of volunteer support provided by the PTA helps to create a positive school experience enjoyed at Del Mar Hills Academy.

Del Mar Hills Academy has a detailed School Plan for Student Achievement and 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, CA Curriculum Standards, district mission and vision, and students’ social emotional and instructional needs. Professional learning teams continually analyze student performance to develop and align instruction that is driven by the needs of students. 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 use this information to determine next instructional steps.

At Del Mar Hills Academy, we are committed to the unrelenting pursuit of the extraordinary school experience for each and every child. The vision of college readiness is central to what we believe for our SurfRiders and plays a significant role in our school culture. College readiness is not the expectation that all students will attend college; it is the belief we must prepare all students to have a full range of post-secondary education and training options available to them after high school. At the elementary school level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards, and demonstrates mastery of the skills that matter most – the ability to think and learn across disciplines, connect ideas, create new knowledge, and engage in breakthrough thinking. Some college readiness experiences at Del Mar Hills Academy include, but are not limited to: adopting a four-year college or university in every classroom on campus; kicking off each month with detailed message from the principal and lessons facilitated by the classroom teacher where we connect our college-crazy spirit to the focus of the 8 Keys of Excellence and Second Step; wearing college clothing to set the tone for academic learning; and building our “college knowledge” as we acquire interesting and fun facts about the colleges we’ve adopted throughout our campus.

Del Mar Hills Academy, home of the SurfRiders, welcomes and educates neighborhood children from kindergarten through sixth grade. When Del Mar Hills Academy opened its doors to students in 1974, it was the third school in the Del Mar Union School District. The members of our school community are proud of the longstanding tradition of providing educational excellence throughout the past forty-plus school years. At the Hills, 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 SurfRider, and a student body that is motivated to learn and achieve.

Our educational program is grounded in a strong academic core delivered through high quality instruction. We pride ourselves in developing standards-based, progressive, meaningful learning opportunities that are integrated across disciplines to ensure students engage in critical thinking and deep understanding. Credentialed specialists in the areas of STEAM+ education team with our students, and grade-level teachers, to enrich and reinforce standards-based concepts introduced via classroom instruction. The weekly STEAM+ education provide students with the chance to discover and develop strengths and talents in many disciplines. Our extraordinary teacher collaboration provides a richly integrated learning experience for each one of our students.

The entire Del Mar Hills community is committed to providing an enriched and balanced educational experience for all students. Our high-performing staff, coupled with our parent partnerships, is what makes our school an exceptional place for children to learn.

### **Major Achievements – Most Recent Year**

Del Mar Hills Academy has been designated as an Exemplary High Performing Schools National Blue Ribbon School for 2019. Del Mar Hills Academy is one of thirty schools from California to be recognized in 2019. This honor and recognition signifies the overall academic excellence of our Del Mar Hills Academy students. The National Blue Ribbon 2019 School Award affirms the hard work of students, educators, families, and communities in creating a safe and welcoming school where students master challenging content. The National Blue Ribbon 2019 Award recognizes exemplary teaching and learning.

At Del Mar Hills Academy our STEAM+ education program continues to work toward emphasizing an interdisciplinary approach to learning via robust and engaging opportunities for all students that take place in dynamic environments that support critical thinking, innovation, collaboration and problem solving.

To ensure we establish a program of instruction that engages our students in more meaningful learning opportunities across settings, our teachers engage in ongoing collaborative conversations involving English Language Arts, mathematics, Design Thinking, and creating cultures of thinking throughout our learning environments. We include professional learning time for our teachers to communicate with each other as well as with teacher specialists throughout our district. Classroom instruction is engaging, interdisciplinary, and requires students to work together, to be creative, to think, question, and to communicate their findings. Our students enjoy unique offerings such as exploring and experimenting with chemical reactions, gardening, building structures, engaging in experiments, creating works of art, and so much more.

We are particularly proud of our ability to develop programs that address current issues and concerns in order to provide students with the skills they need to become productive citizens in our rapidly changing global society. We take pride in educating the whole child and the importance of focusing on the social emotional well being of our students. We implement and utilize Second Step and the 8 Keys of Excellence programs to guide our students toward a positive future full of empathy, problem solving, confidence, motivation, integrity, and leadership. Second Step and the 8 Keys of Excellence build strong character in our students and models how to live a life of excellence both inside and outside the classroom doors. The 8 Keys of Excellence include: Integrity, Failure Leads to Success, Speak with Good Purpose, This is It!, Commitment, Ownership, Flexibility, and Balance.

All of our sixth grade students are participating in our World Language Program focusing on the Spanish language. This program creates an awareness and an understanding and empathy of different cultures, leads to higher performing students and better problem solvers. In addition, we are proud to have two Spanish Immersion Kindergarten classes. This is a new World Language district program, and we are excited to have this new learning experience for our youngest learners. Incoming kindergarten students throughout our district were offered this learning opportunity. This program supports our District Design 2022 Lever One focused on Strong Academic Core and High Quality Instruction and provides an opportunity for students to engage in language study as a path toward the California State Seal of Biliteracy (Global California 2030). Our goals also include providing a program where students learn Spanish through meaningful interaction and cultural study. Students will develop a multicultural awareness/appreciation and multicultural competence. Through second language study, we promote higher academic achievement and greater problem-solving skills.

Del Mar Hills students' performance on the Smarter Balanced assessment place in the top percentage of student performance among all elementary schools across the State of California. Our SurfRiders continue to demonstrate growth on a variety of assessment measures. This is due, in large part, to our collective commitment to engage as a professional learning community toward ensuring classroom instruction is always driven by our students' needs. Presenting targeted, differentiated, high-quality instruction is a fundamental goal in every classroom, for every student on our campus. By providing access to and experience with state-of-the-art resources, our staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information. Our SurfRiders appreciate a variety of opportunities to learn, think, tinker, create, innovate, and as a result, they genuinely enjoy the time they spend at Del Mar Hills Academy.

In mathematics, our teachers continue to implement the principles of Cognitively Guided Instruction (CGI) and align this methodology with grade level standards in every classroom. The use of technology, specifically Chromebooks, is in the hands of each child in second through sixth grade and iPads for kindergarten and first graders. The use of technology supports our students as they work collaboratively to research, design, create, innovate and write. Our classroom teachers have been observed by staff within our district, as well as from other districts, to see how we have successfully implemented CGI and technology (Chromebooks) into our programs of instruction. We are extremely proud of our students' performance on the Smarter Balanced Assessment. Del Mar Hills Academy students scored among the top performing schools across the state of CA. Of significance, the percentage of students who met and/or exceeded the achievement standards continues to be at or above our district average. This continued high performance is the result of steadfast, intentional teaching and learning, as well as our staff and students' tenacity to continuously improve.

### **Focus for Improvement – Most Recent Year**

We must capture opportunities to reimagine the traditional school system in order to better prepare today's students. District Design 2022 defines the Del Mar Union School District's vision and mission, outlining the groundwork for redefining and improving the school experience for students.

At Del Mar Hills Academy, we maintain a laser-focus on our collective continuous improvement in an effort to ensure we are doing the best we can for the students we serve. We regularly engage in professional learning to address current educational issues in an effort to provide students with the skills needed to become productive citizens in today's rapidly changing society.

Teachers participate in professional learning communities where staff analyzes student performance via common assessments and utilizes this information drive their programs of instruction.

1. Del Mar Hills teachers continue to focus on Reading and Writing instruction aligned with the Common Core State Standards.

- Teachers will continue to progress in creating and revising meaningful learning opportunities for our students in areas of English and Language Arts.
- Teachers will provide differentiated reading instruction to students by utilizing methodologies learned in previous trainings.
- Teachers will implement the Wonders/StudySync program by intentionally choosing learning experiences within this program that are based on clear learning objectives.

2. Del Mar Hills teachers will continue to focus on math instruction aligned with the Common Core State Standards.

- Teachers will attend professional development and receive guidance in Cognitively Guided Instruction (CGI) to continue to build their repertoire of research-based principles around teaching mathematics. This professional learning continues to positively impact students conceptual understanding of math while building their thinking skills and problem solving abilities.
- Teachers will use supplementary materials in a way that aligns with CGI methodologies and will ensure grade level content is mastered.
- Teachers will continue to refine the integration of Cognitively Guided Instruction and Common Core math when planning, delivering, and assessing math instruction.

3. Del Mar Hills teachers will continue to collaborate in grade level teams to analyze data, plan instructional units, and implement instructional strategies that target student needs.

- Provide targeted interventions to upper grade students who struggle to meet grade level performance standards in Math.
- Provide targeted interventions to students who struggle to meet grade level performance standards in ELA.
- Deliver individualized/small-group instruction through push-in and specialist support.
- . Implement iReady Learning Diagnostic and Learning Pathway (Kindergarten - 6th grade)
- . Implementation of Imagine Learning Literacy and Learning to supplement English language development instruction for English Learners.

4. Teachers will create a Culture of Thinking and Innovation at Del Mar Hills Academy.

- Work toward developing a deeper understanding of making thinking visible (thinking routines) to ensure all teachers present a variety of intentional opportunities for our students to engage in routines designed to promote a culture of thinking and learning in every classroom.
- Teachers will continue to shift school environments and schedules to support collaboration, student agency, creativity, and productivity.
- Student learning environments will display the process of learning and student thinking.
- Five teachers, teachers from cohorts one and two, and the Del Mar Hills Principal will attend professional learning with Ron Ritchhart, researcher out of Harvard and the author of Creating Cultures of Thinking.

5. Del Mar Hills Academy will provide a safe a nurturing environment that encourages student engagement and individual ownership of learning.

- Continue to focus on our school-wide use of the 8 Keys of Excellence principles to provide meaningful ways to build strong character within a community where students, staff and parents have a common language and work together to support our SurfRiders toward embodying valuable life principles that lead to positive habits, added confidence and increased motivation.
- Continue school-wide implementation of the Second Step social-emotional learning program to help transform our school into a supportive, successful learning environment uniquely equipped to help our SurfRiders thrive.
- 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.
- Students will engage in Design Thinking learning experience that emphasize empathy.

- . Students and teachers will form a No Place for Hate school-wide committee. Students and staff will complete all steps necessary to become designated a No Place for Hate school in order to ensure a respectful, inclusive environment.

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

Grade Level	Number of Students
Kindergarten	32
Grade 1	28
Grade 2	42
Grade 3	41
Grade 4	44
Grade 5	38
Grade 6	39
<b>Total Enrollment</b>	<b>264</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	11.4
Filipino	0.8
Hispanic or Latino	17.4
White	61.7
Two or More Races	8.3
Socioeconomically Disadvantaged	12.9
English Learners	9.8
Students with Disabilities	13.3
Foster Youth	0.4
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	17	14	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 NGSS Foss Kits, Grades K-6	Yes	0.00%
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK P.E., Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6 Site-Based	Yes	0.00%

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:** 11/19/2020

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)	87	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	83	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)	76	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)**

Del Mar Hills Academy 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 Del Mar Hills Academy is especially accommodating when it comes to supporting and assisting us with meeting the needs of each one of our SurfRiders. 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, community-building events (following the CA Dept. of Public Health Guidelines), and community outreach.
- Due to our Safe School Reopening Plan following the CA. Dept of Public Health Guidelines, parents are not able to serve as volunteers in classrooms during the 2020-2021 school year.

## 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	0.9	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	0	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)

Del Mar Hills Academy places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Due to our Health and Safety guidelines, only certain visitors are allowed on campus. Any visitors allowed to come onto 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.

Our school environment is clean, orderly and conducive to productive learning. Our Comprehensive School Safety Plan (CSSP) incorporates policies and procedures for injury and illness prevention for students and staff.

- Site safety representatives work with our 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.
- All staff have been trained in the Options Based Response protocol.
- We conduct regularly scheduled fire, earthquake 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 plant manager makes a visual inspection of the campus every morning before students arrive.
- School staff serve as crossing guards to ensure students cross the streets safely before and after school.
- Staff members supervise students 15 minutes prior to the start of school, 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	21	1	1		14	2			21		1	
1	20	2			22		2		19	1		
2	24		2		19	2			32		1	1
3	23		2		23		2		31		1	1
4	23		2		22		2		22		2	
5	20	2			28		1		19	2		
6	26		2		27		2		20	2		
Other**									40			1

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

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

### 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)	0.744
Psychologist	0.30
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.80
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	15367	2681	12686	91392
District	N/A	N/A	10532	\$90,187

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	18.6	1.3
<b>State</b>	N/A	N/A	\$7,750	\$80,565
<b>Percent Difference - School Site and State</b>	N/A	N/A	48.3	12.6

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
<b>Beginning Teacher Salary</b>	\$55,012	\$50,574
<b>Mid-Range Teacher Salary</b>	\$85,971	\$76,649
<b>Highest Teacher Salary</b>	\$106,487	\$98,993
<b>Average Principal Salary (Elementary)</b>	\$132,077	\$125,150
<b>Average Principal Salary (Middle)</b>		\$129,394
<b>Average Principal Salary (High)</b>		\$122,053
<b>Superintendent Salary</b>	\$245,000	\$193,925
<b>Percent of Budget for Teacher Salaries</b>	43.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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.