

# Del Mar Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Marilyn Rockey, Principal

Principal, Del Mar Elementary

#### About Our School

The Del Mar Elementary School Staff is driven and passionate about enhancing the emotional, physical and intellectual growth of all students.

As a school, we provide a rich learning environment, a Common Core State Standards-based education, and a wide range of learning opportunities that will serve to promote lifelong learning.

In addition, we consistently help each child rise to his or her highest potential as a caring, responsible, active participant in family, community, and society.

At Del Mar School, we believe firmly in the development of our scholars' character as well as their responsibility to be an exceptional citizen of the world. We know that these elementary school years are the formative years where the foundation for their future success is being created. We seek to develop a work ethic that they will utilize to achieve academically each day in their classrooms. Our scholars learn that there are specific character pillars that define a person of excellence. As stated in our school pledge:

Each day, we are creating a new world.

We:

Show responsibility

Use kindness

Respond respectfully

Find safe solutions

We all surf!!

Our core curricula and instructional programs in all areas are aligned with the rigorous Common Core State Standards. Our teachers receive state-of-the-art training in many areas: math, language arts and early literacy. We are now in the second year of the implementation of Lucy Caulkins' Writer's Workshop model in all of our classrooms. This consistency in curriculum and instruction accelerates learning and provides structured instruction that is evident across all grade levels.

In addition, Del Mar School's fourth and fifth graders have had the opportunity to participate in a full music program that includes choir, instruction in band instruments, dance and movement, and musical notation.

Del Mar School focuses on the mind, body, and spirit of all of its scholars. In support of this, physical fitness and nutrition are a deep focus. Del Mar scholars participate in the walking club during lunchtime, Elementary Track and Field Day in the

spring, and growing organic produce in the garden.

Faculty members continue to participate in ongoing professional development in areas such as writing (Writer's Workshop), school wide classroom management (Bullying Prevention via Second Step), Growth Mindset, Accountable Talk, and English language development ( Guided Language Acquisition Design).

The Del Mar Leadership Team has attended and utilized professional development in the areas of Reciprocal Teaching, Developing a Purposeful Classroom and PBIS. Pushing to always be on the cutting edge of the best practices to reach every scholar, the Del Mar Leadership Team also received professional development delivered by Douglas Fisher in the form of The Purposeful Classroom. In addition, the team also focuses on cultural literacy and has participated in Dr. Muhammad's work in this area. In past years, the team attended a three-day training focused on studying "The Will to Lead, the Skill to Teach," which delved into transforming school cultures, learning, and teaching.

These staff development programs have ensured that our teachers deliver all lessons through effective teaching practices that make grade-level standards accessible to all students. In addition, all of our teachers utilize a variety of technology for delivery of lessons rooted in high engagement and critical thinking.

Standard equipment for each classroom includes a Promethean board (an interactive whiteboard), document camera and handheld student response devices. Twenty-first-century learning is alive and well at Del Mar School!

Del Mar School is now in the fourth year of implementing Positive Behavioral Interventions and Supports (PBIS). Challenging behaviors in schools represent barriers to teaching and learning. Rather than relying on a mixed bag of short-term solutions for individual students and situations, we are focusing on proactive ways to define, teach and sustain appropriate student behaviors across all of our school settings. Our primary goal as a PBIS school is to design effective school environments that will increase teaching and learning for all students. The Del Mar PBIS approach is different than traditional school discipline because we are focusing on our entire school climate. We consider the reason why behaviors are occurring. The traditional way of dealing with problems is to punish individual students with the hope that future problems will decrease. Instead, discipline is used as a form of training that will produce positive character and behavior elements.

All of the programs, interventions, adherence to our mission, and vision statement have led us to be a recipient of recognition as a Gold Ribbon School and Gold Ribbon Title 1 School! We were honored by this award and will seek to continually meet the needs of all of our scholars!!!

Marilyn Rockey  
Principal  
Del Mar Elementary  
1959 Merrill St.  
Santa Cruz, CA 95062-4102  
Phone: 831-477-2063  
E-mail: [mrockey@losd.ca](mailto:mrockey@losd.ca)

## Contact

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*Del Mar Elementary  
1959 Merrill St.  
Santa Cruz, CA 95062-4102*

*Phone: 831-477-2063  
Email: [mrockey@losd.ca](mailto:mrockey@losd.ca)*

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Live Oak Elementary
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Lorie Chamberland
<b>Email Address</b>	<a href="mailto:lchamberland@losd.ca">lchamberland@losd.ca</a>
<b>Website</b>	<a href="http://www.losd.ca">http://www.losd.ca</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Del Mar Elementary
<b>Street</b>	1959 Merrill St.
<b>City, State, Zip</b>	Santa Cruz, Ca, 95062-4102
<b>Phone Number</b>	831-477-2063
<b>Principal</b>	Marilyn Rockey, Principal
<b>Email Address</b>	<a href="mailto:mrockey@losd.ca">mrockey@losd.ca</a>
<b>Website</b>	<a href="https://dm.losd.ca/">https://dm.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656114102

*Last updated: 1/9/2020*

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

Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative environment.

Del Mar Elementary School strives to continually enhance and promote the emotional, physical and intellectual growth of all students by providing a rich learning environment, an education built upon the California Common Core State Standards, and a wide range of learning opportunities that will serve to promote lifelong learning.

### Academic Success

Del Mar Elementary School is committed to the academic success and potential of all of our scholars. As a staff of educators committed to providing the very best for each of our scholars, we:

- Focus on meeting the individual learning needs of each of our scholars
- Create an engaging and motivational classroom learning environment
- Treat all scholars, parents, and colleagues with respect
- Hold ourselves, our colleagues, our scholars, and parents to a high level of expectation for academic success
- Collaborate with our colleagues in order to construct effective lessons that will boost each scholar to achieve their learning goals
- Commit two 80 minute blocks of time, after school, for professional development delivered through teacher leaders and the instructional coach with the support of the principal
- Work to overcome every obstacle to academic success for all of our scholars

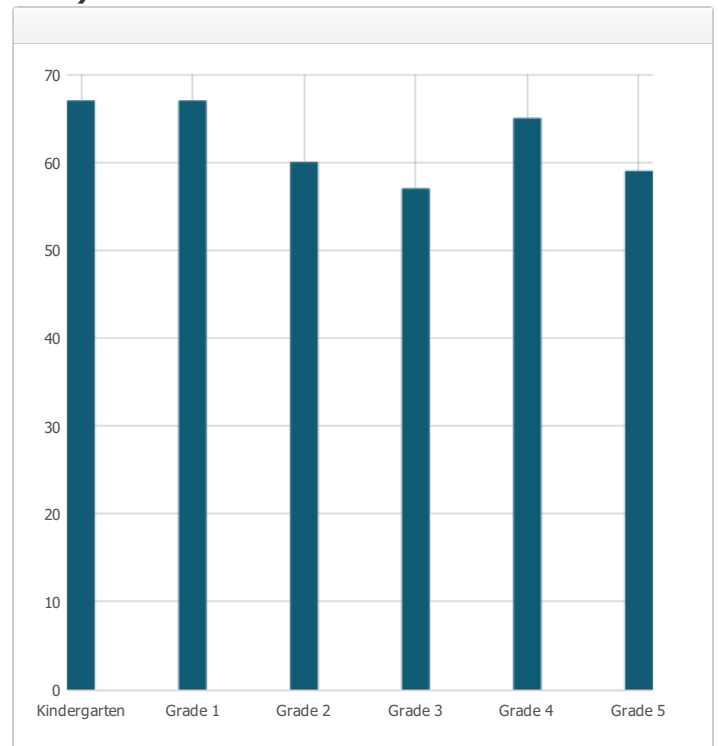
### School Expectations

At Del Mar Elementary School, we have high expectations for each one of our scholars. We unwaveringly believe that if students work hard and to their potential, they can become academically successful. It is our commitment to provide our scholars with everything necessary, academically and socially, to become successful in middle school, high school and, ultimately, college, if that is their choice. This commitment demands a strong partnership with parents. The teachers and staff members of Del Mar will do everything possible to ensure our scholars will be successful. For this challenge, we also need the full and dedicated support of our school families.

*Last updated: 1/9/2020*

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	67
Grade 2	60
Grade 3	57
Grade 4	65
Grade 5	59
<b>Total Enrollment</b>	<b>375</b>



Last updated: 1/9/2020

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

Student Group	Percent of Total Enrollment
Black or African American	3.50 %
American Indian or Alaska Native	1.60 %
Asian	2.70 %
Filipino	0.80 %
Hispanic or Latino	57.30 %
Native Hawaiian or Pacific Islander	0.30 %
White	33.10 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.90 %
English Learners	39.50 %
Students with Disabilities	13.60 %
Foster Youth	0.80 %
Homeless	16.00 %

## A. Conditions of Learning

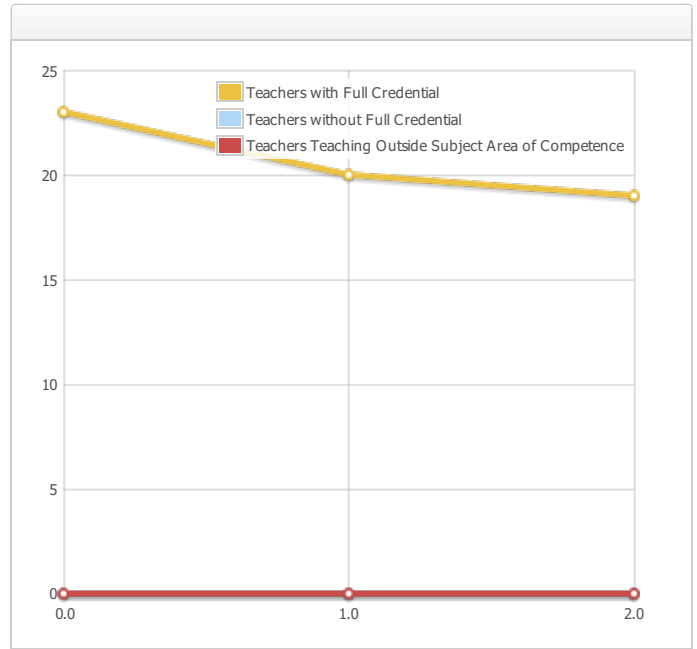
### State Priority: Basic

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

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

#### Teacher Credentials

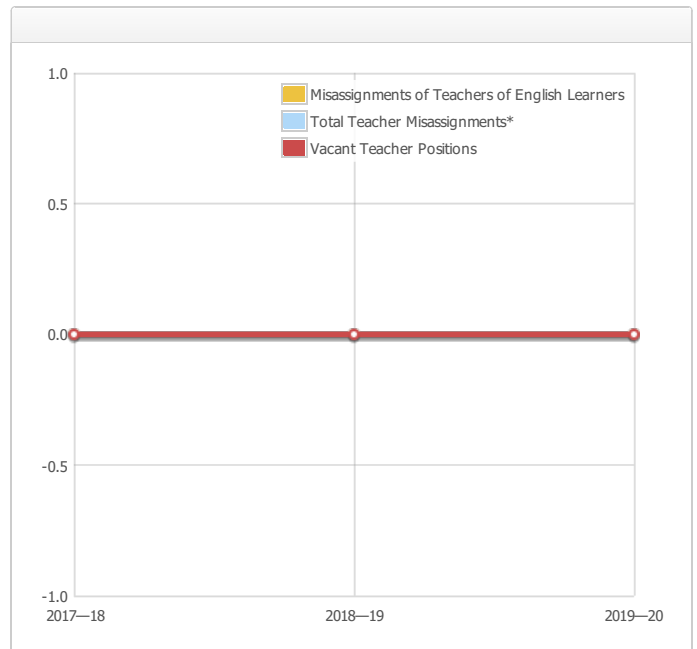
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	20	19	92
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/9/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Lucy Calkins Writing Units Lucy Calkins Reading Units Center for Collaborative Classroom Being A Reader Grammar Gallery	Yes	0.00 %
Mathematics	Great Minds Eureka Math	Yes	0.00 %
Science	K-5 FOSS Science NGSS	Yes	0.00 %
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2020

## School Facility Conditions and Planned Improvements

Del Mar School is in good condition. Student-created murals and tiles are visible throughout the campus and create a warm and welcoming learning environment. Last year, major renovations were completed in Del Mar's Life Lab garden.

Planned improvements include replacement of hardware on some windows. In addition, roofs are in need of restoration and will be completed based on district timeline of priority.

For the 2020/2021 School year, a new palate of colors will be chosen for painting the outside of the school.

*Last updated: 1/9/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof repairs will be incorporated in the district's major maintenance plan by priority need. Roofs are in need of restoration. Roof repairs will be incorporated into the district's major maintenance plan by priority of need.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Windows have broken hardware, replacement parts hard to find. Not energy efficient. / Roofs are in need of restoration.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/9/2020*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	57%	52%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48%	44%	44%	36%	38.0%	39.0%

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

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

*Last updated: 12/20/2019*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	179	97.81%		51.96%
Male	97	94	96.91%		48.94%
Female	86	85	98.84%		55.29%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	112	109	97.32%		41.28%
Native Hawaiian or Pacific Islander					
White	49	49	100.00%		67.35%
Two or More Races					
Socioeconomically Disadvantaged	129	125	96.90%		46.40%
English Learners	88	85	96.59%		36.47%
Students with Disabilities	35	34	97.14%		26.47%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	33	30	90.91%	9.09%	36.67%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/20/2019*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	179	97.81%		43.58%
Male	97	94	96.91%		48.94%
Female	86	85	98.84%		37.65%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	112	109	97.32%		35.78%
Native Hawaiian or Pacific Islander					
White	49	49	100.00%		57.14%
Two or More Races					
Socioeconomically Disadvantaged	129	125	96.90%		37.60%
English Learners	88	85	96.59%		34.12%
Students with Disabilities	35	34	97.14%		11.76%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	33	30	90.91%	9.09%	30.00%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/20/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.80%	37.70%	9.80%

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

*Last updated: 1/2/2020*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

There are many opportunities for parent involvement at Del Mar School. We encourage parents to become involved through the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Home and School Club (HSC). Families are also encouraged to volunteer in the classroom, attend field trips and help with fundraising activities for the school. Room parents for every classroom have been identified to serve as liaisons between home and school. In addition, room parents are coupled for each classroom with one being bilingual, ensuring all are made to feel welcome and comfortable. The Mini-Mermaid Running Club recruits parents as coaches. We are also very lucky to have several Del Mar parents on our staff, including teachers, instructional assistants, yard supervisors and office assistants.

For more information on how to become involved at the school, please contact Home and School Club President Lorna Horton at (831) 477-2063.

### State Priority: Pupil Engagement

*Last updated: 1/9/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.20%	1.20%	1.50%	2.50%	2.70%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/9/2020*

## School Safety Plan (School Year 2019—20)

All schools have a comprehensive safety plan that is reviewed yearly with staff. Our safety plan was reviewed in October, 2019. Student safety is ensured through a mindset with all staff that in order to have a successful learning environment, our top priority is campus safety. School grounds are monitored by trained yard-duty staff members that adhere to the safety agreements detailed in the yard-supervision handbook. Access to the campus and classrooms is limited to a sign-in procedure in the office for visitors, as well as consistent identity checks when students are checked out early. In addition, parent and family identification badges are assigned to all families. Families are given the directive that badges are to be worn while on campus in order to maintain safety.

The key elements of our school safety plan include the following:

- Descriptors of all possible emergencies and crisis
- Procedures for teachers, office staff and students in all emergencies
- Designated roles and responsibilities of all staff in emergencies
- Descriptions of appropriate student conduct, violations of the conduct code
- Consequences for violation of the conduct code
- Campus climate
- Bullying Prevention
- 2nd Step Character Development Program
- Full time School Counselor

Our safety plan is shared each year during the September staff meeting and reviewed the following January. Emergency procedures are reviewed with all staff at this time. In support of the plan, drills are conducted adhering to district policy.

An extensive review of all emergency procedures is ongoing, including checking each classroom for appropriate emergency supplies and equipment. In addition, we have enhanced our focus and plan for extreme emergencies that would involve lockdown procedures.

School Safety Plan to safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which is updated each fall and occasionally throughout the year. The Safety Committee consists of teachers, parents, administration, school staff and local law enforcement, and meets to set long-term goals for the school and to address any safety issues pertaining to the school. Key elements to the School Site Safety Plan are working together with law enforcement and the Office of Emergency Services. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted four times a year, intruder alerts are and earthquake drills are conducted annually. All visitors to the campus are required to sign in at the office and display a visitor's badge at all times. The school does not allow student visitors at any time. Supervision is provided for students throughout the school day; the responsibility is shared between the principal, and school staff.

*Last updated: 1/9/2020*

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	3	
1	24.00		2	
2	20.00	1	2	
3	22.00		3	
4	29.00		2	
5	23.00	1	3	
6				
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	24.00		2	
2	23.00		3	
3	22.00		3	
4	29.00		2	
5	30.00		2	
6				
Other**	12.00	1		

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	2	
1	22.00	1	2	
2	23.00		2	
3	22.00		3	
4	30.00		2	
5	26.00		2	
6				
Other**	11.00	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.

Last updated: 1/9/2020

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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

*Last updated: 1/9/2020*



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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7678.00	\$1689.00	\$5989.00	\$70810.00
District	N/A	N/A	\$8741.00	\$73639.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2020

**Types of Services Funded (Fiscal Year 2018—19)**

Del Mar has a well-developed Response To Intervention Program managed by a highly qualified Intervention Specialist funded by Title I. All students are assessed at regular intervals throughout the year to determine the need for services. We utilize multiple literacy programs to respond to intervention and support including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for all students in grades 1 and 2. Our 3-5 grade students are provided with additional comprehension support through ACT resources and also participate in targeted instruction at their instructional level through our RTI program. We provide access to Accelerated Reader for students 2-5, reading comprehension and motivational program that continuously measures reading progress throughout the year. These additional programs are paid for by LCFF and Title I.

Del Mar also offers the following programs and supplemental services for our students: Art instruction with a credentialed specialist in grades 4-5

Music instruction with a credentialed specialist, grades K-5  
 Physical education instruction with a credentialed specialist, grades K-5  
 Response to Intervention (RTI)  
 Academic Support Program  
 Special education services including speech, language, resource specialists and a special-day class for grades 3-5  
 Morning Reading Room Program/Before school care  
 Two after-school programs (Kid Care and ASES) and an on-site preschool  
 School garden with an aide who facilitates hands-on science

Our Life Lab Instructor is paid for by local parcel taxes and through school fundraising efforts. The parcel taxes also pay for our music, art, and p.e. specialists as well as our mindfulness coach.

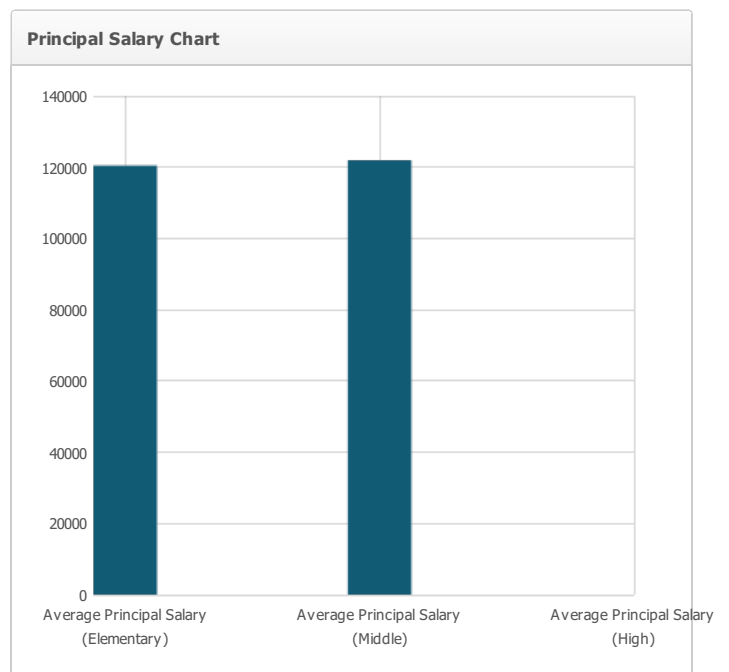
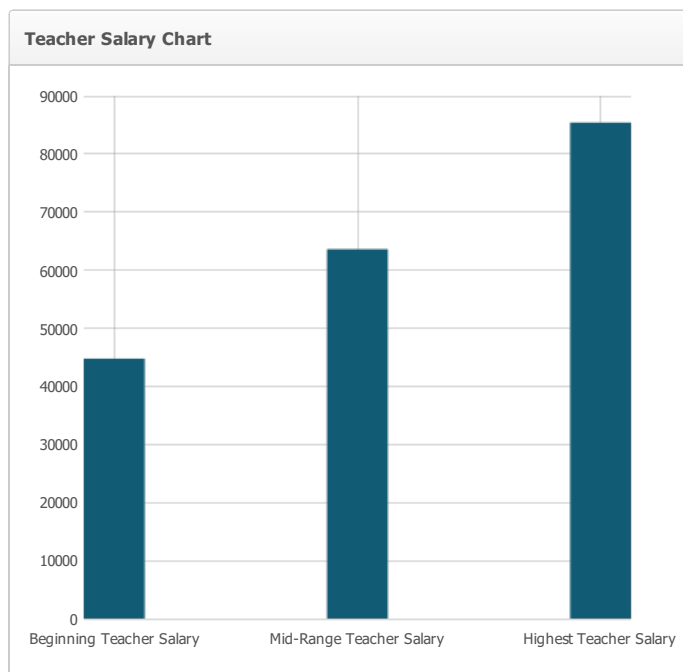
Translations of all materials are made available to the families we serve and are paid for through Title I categorical programs.

Last updated: 1/9/2020

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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



Last updated: 1/9/2020

### Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4