Del Mar Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.

2022-23 School Contact Information

School Name	Del Mar Elementary School
Street	1959 Merrill Street
City, State, Zip	Santa Cruz, CA , 95062-4102
Phone Number	(831) 477-2063
Principal	María Yerania León
Email Address	myleon@losd.ca
School Website	https://dm.losd.ca/
County-District-School (CDS) Code	44697656114102

2022-23 District Contact Information

District Name	Live Oak School District
Phone Number	(831) 475-6333
Superintendent	Dr. Daisy Morales
Email Address	dmorales@losd.ca
District Website Address	http://www.losd.ca/

2022-23 School Overview

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

2022-23 School Overview

* 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 eight 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. 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 Life Lab and 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).

One of our most defining practices and beliefs is our daily investment in practicing a Growth Mindset. School is a mistake making place. We believe that if we embrace our mistakes, and learn from them, we excel further in learning as well as in social-emotional growth. Each week all classrooms focus on a specific "Growth Mindset Quote of the Week". This quote is featured during our daily announcements as well as discussed during class meetings. We have embedded this practice across the curriculum as well as in school culture and activities.

The Del Mar Leadership Team has attended and utilized professional development in the areas of Reciprocal Teaching, Developing a Purposeful Classroom, Close Reading, and Positive Behavior Intervention System (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 our school culture, learning, and teaching.

These staff development programs have ensured that our teachers deliver all lessons through effective teaching practices that make Common Core Grade-Level Standards accessible to all students. In addition, all of our teachers utilize a variety of technologies for the 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 sixth year of implementing 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 then 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!!!

School Description and Mission Statement:
Our Mission and Vision Statement, which is that of the Live Oak School District, as a whole, is as follows: Our mission is to empower, inspire, and ensure equitable opportunity for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative, and innovative environment.

All students will have the knowledge, confidence, and ability to pursue their dreams and realize their full potential. All students will have the courage, character, and compassion to make a meaningful impact in their world. 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.

2022-23 School Overview

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 60 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 are successful. For this challenge, we also need the full and dedicated support of our school families.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	52
Grade 2	52
Grade 3	54
Grade 4	63
Grade 5	61
Total Enrollment	353

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.3
Asian	2.0
Black or African American	2.8
Filipino	0.3
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.3
White	32.0
English Learners	34.0
Foster Youth	0.0
Homeless	6.5
Migrant	1.4
Socioeconomically Disadvantaged	64.3
Students with Disabilities	13.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	88.24	79.20	91.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	1.73	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.70	4.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.30	0.38	12115.80	4.41
Unknown	2.00	11.76	2.00	2.30	18854.30	6.86
Total Teaching Positions	17.00	100.00	86.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Writing Units Lucy Calkins Reading Units Center for Collaborative Classroom Being A Reader Grammar Gallery	Yes	0%
Mathematics	Great Minds Eureka Math	Yes	0%
Science	K-8 FOSS NGSS	Yes	0%
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0%
Health	Positive Prevention Plus Program (5th grade Family Life/Sexual Health)	Yes	0%

School Facility Conditions and Planned Improvements

Del Mar School is daily maintained by two site custodians and the grounds are weekly maintained by the district's maintenance department. The physical plant of the school falls into the area of "good". The HVAC system filters have been upgraded to MERV 13 and every classroom has a free-standing HEPA air purifier. The entire school exterior was painted during the summer of 2022. An outdoor amphitheater shade structure was installed during the fall of 2022.

Year and month of the most recent FIT report	December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		New Flooring - Replace carpet in classrooms, library and administration office.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The roof and gutter systems are in need of repair and restoration. Repairs will be incorporated into the district's major maintenance plan by priority of need.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Windows are old single pane with some broken hardware. Replacement parts are hard to find. Outdoor eating area/playground needs slurry seal and striping. Existing play structure is showing signs of wear and will need upgrade as budget allows.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	168	97.11	2.89	45.83
Female	85	84	98.82	1.18	41.67
Male	88	84	95.45	4.55	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	107	106	99.07	0.93	29.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	78.43
English Learners	56	56	100.00	0.00	12.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	16.67
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	112	98.25	1.75	29.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	34	97.14	2.86	20.59

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	167	96.53	3.47	34.13
Female	85	84	98.82	1.18	26.19
Male	88	83	94.32	5.68	42.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	107	106	99.07	0.93	19.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	60.78
English Learners	56	56	100.00	0.00	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	111	97.37	2.63	23.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.56	21.92	33.65	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100	0	24.56
Female	20	20	100	0	20
Male	37	37	100	0	27.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	37	100	0	5.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	17	100	0	52.94
English Learners	23	23	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	5.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	98	93	98	93

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Del Mar Elementary School, Parent and Family Engagement is defined as the participation of parents and families in regular, two-way, and meaningful communication with school stakeholders. This communication regards student academic learning and other in school and after school activities, including ensuring the following:

* Parents and families play an integral role in their child's learning
* Parents and families are encouraged to be actively involved in their child's education at school and in after school programs including ASES and KidCare
* Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The parent and family engagement policy is organized around the six types of parent involvement: Communication, parent education, volunteerism, learning at home, decision making, and collaborating with the community.

1) Communicating: We seek to design effective forms of school-to-home and home-to-school communications about our school programs and children's progress. Conferences with every parent occur at least twice per year. Language translators are provided to assist families as needed. Regularly scheduled dissemination of newsletters, notices, phone calls, text messages, and other communications is a priority for Del Mar teachers, principal, and office staff.

2) Parenting: We seek to assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students as they progress through each age & grade level. The Del Mar staff has a deep understanding of families who come from cultures different than their own.

3) Volunteering: We seek to communicate with families about school programs and student progress through effective school-to-home and home-toschool communications. We continually work towards improving recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

4) Learning at Home: We seek to involve families, with their children, in learning activities at home, including homework and

other curriculum-related activities and decisions.

5) Decision Making: We seek to include families as participants in school decisions, governance, and advocacy through our Home and School Club, School Site Council, school committees, LCAP action teams, and other parent organizations.

6) Collaborating with the Community: The Del Mar Cradle To Career Organization and Initiatives has been the harbinger in coordinating community resources and services for students, families, and the school. During times of duress, this organization has sponsored and carried out food drives, financial support for families in need, and fostered an expansion of parental education through offering classes and advice. In addition, we work with businesses, agencies, and other groups, to provide services to the community.

At Del Mar Elementary School, one of our three prioritized goals is to engage and involve our families in all aspects of the educational process. To this end, we commit to the following:
* Educating and involving parents in the school's Title I program.
* Conducting town hall parent meetings (virtual or live), where the school principal convenes an annual Title I meeting that educates all families and stakeholders regarding their school's participation in Title I programs, the curriculum and assessments used at the school, the Common Core State Standards, and the right of parents (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) to be involved.

Del Mar Elementary School offers multiple flexible options for participation such as:
* Meetings in the morning or evening, opportunities for parents to formulate suggestions, as well as participate in decisions relating to the education of their children.
* The School Principal responds to any such suggestions as soon as practicably possible.
* Use of Title I funds (as appropriate) helps with transportation and child care to facilitate parent participation.

Del Mar School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of all programs including the planning, review, and improvement of the Del Mar School Parent & Family Engagement Policy and the joint development of the Del Mar School-wide Program Plan (SPSA).

Providing opportunities for the informed participation of parents and family members, including providing information and school reports is carried out in the following way:

All parents are invited to participate in the school's English Learner Advisory Council (ELAC), through which members receive information and school reports related to EL student progress (ELPAC assessment results, SBAC results by subgroup, and local measures). They also learn about many aspects of the English Learner Master Plan. The ELAC president is also part of the District English Learner Advisory Council (DELAC) where they serve in an advisory role to our Governing Board;

Our School Site Council serves as our school-wide parent advisory committee which monitors student progress and programs by analyzing school-level annual assessments, as well as parent survey results, and then make necessary changes to the parent and family engagement policy. In addition, we have a robust Cradle to Career Parent Leadership Committee, which is conducted bilingually where parents have multiple opportunities for informed participation and decision-making.

In addition, we have a robust Cradle to Career Parent Leadership Committee, which is conducted bilingually where parents have multiple opportunities for informed participation and decision-making.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	368	99	26.9
Female	189	185	49	26.5
Male	187	183	50	27.3
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	0	0.0
Black or African American	10	10	1	10.0
Filipino	1	1	0	0.0
Hispanic or Latino	227	222	75	33.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	8	1	12.5
White	120	117	22	18.8
English Learners	130	126	40	31.7
Foster Youth	1	1	0	0.0
Homeless	26	24	11	45.8
Socioeconomically Disadvantaged	244	237	74	31.2
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	72	71	27	38.0

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.22	1.01	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.33	0.17	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.33	0.00
Female	1.06	0.00
Male	1.60	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.50	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

2022-23 School Safety Plan

Pursuant to Sections 32280 - 32289.5 of the California Education Code, Live Oak Elementary School District develops and adopts a Comprehensive School Safety Plan on an annual basis. The current 2021-2022 Comprehensive Safety Plan was reviewed, updated, and discussed prior to its adoption on February 16, 2022, by the District's Board of Directors. The 2022-2023 Live Oak Elementary School District Comprehensive Safety Plan, including both the public and internal components, will be reviewed, updated, and discussed prior to consideration for adoption on February 22, 2023, by the District's Board of Directors, and includes all legally required components.

The district has engaged a safety consultant to assess safety conditions and procedures at all school sites. Key personnel received multiple updated and specific crisis and emergency response trainings for implementation across all district programs/properties.

District administrators and site administrators (when able) participate in the Santa Cruz County School Safety Partnership facilitated by the Santa Cruz County Office of Education.

Teachers, administrators, support staff, community partners, and first responders, work together to ensure a safe and positive learning environment is maintained for all students. All visitors are required to check in at the front office. Site staff monitor students during recess periods. Our school implements the Positive Behavioral Supports and Interventions Framework and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons. Behavioral health services augment social emotional and mental health services, and are provided on site by licensed clinicians as a result of a multi-year grant secured in collaboration with one of the District's community partners.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	24		2	
2	25		2	
3	22	1	1	
4	30		2	
5	31		2	
6				
Other	15	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	23		2	
2	24		2	
3	25		2	
4	30		1	
5	28		2	
6				
Other	19	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	24		2	
2	25		2	
3	25		2	
4	30		2	
5	28		2	
6				
Other	11	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8774.75	2396.73	6378.03	99883
District	N/A	N/A	15361.51	
Percent Difference - School Site and District	N/A	N/A	-82.6	9.8
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-3.3	16.6

2021-22 Types of Services Funded

Del Mar Elementary School benefits from a robust Response To Intervention (RTI) Program that supports the acceleration of literacy at each grade level. Students receive small group support and instruction at their differentiated levels.
The Intervention Teacher coordinates the execution of RTI through a carefully trained team and instructional aides, that conduct small group instruction specifically tied to student need based upon assessment.
Students that are operating below grade level, as identified through specific phonological and fluency based assessments, receive small group instruction that specifically targets areas identified as needing growth.
Students reading at grade level are given the opportunity to accelerate growth through comprehension challenges and small group instruction.
Students reading above grade level are offered opportunities to expand their critical thinking and analysis of text through small group instruction that utilizes a book club format and also Socratic Seminars.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$51,591
Mid-Range Teacher Salary		$79,620
Highest Teacher Salary		$104,866
Average Principal Salary (Elementary)		$131,473
Average Principal Salary (Middle)		$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary		$205,661
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

In addition to the school days set forth below, staff receives specified time, dedicated to staff development and continuous improvement, twice per month throughout the duration of the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3