

School Accountability Report Card Reported Using Data from the 2017—18 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 mission of Del Mar Elementary School is to enhance the emotional, physical and intellectual growth of all students. 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 Calkins' 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 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 to us to be a recipient of recognition as a Gold Ribbon School and Gold Ribbon Title 1 School for the 2015/16 School Year! We were honored by this award and will seek to continually meet the needs of all of our scholars!!!

Marilyn Rockey
Principal

Contact

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

*Phone: 831-477-2063
E-mail: mroockey@losd.ca*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
E-mail Address	lchamberland@losd.ca
Web Site	http://www.losd.ca

School Contact Information (School Year 2018—19)	
School Name	Del Mar Elementary
Street	1959 Merrill St.
City, State, Zip	Santa Cruz, Ca, 95062-4102
Phone Number	831-477-2063
Principal	Marilyn Rockey, Principal
E-mail Address	mrokey@losd.ca
Web Site	http://www.dm.losd.ca
County-District-School (CDS) Code	44697656114102

Last updated: 1/29/2019

School Description and Mission Statement (School Year 2018—19)

The mission of Del Mar Elementary School is to 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

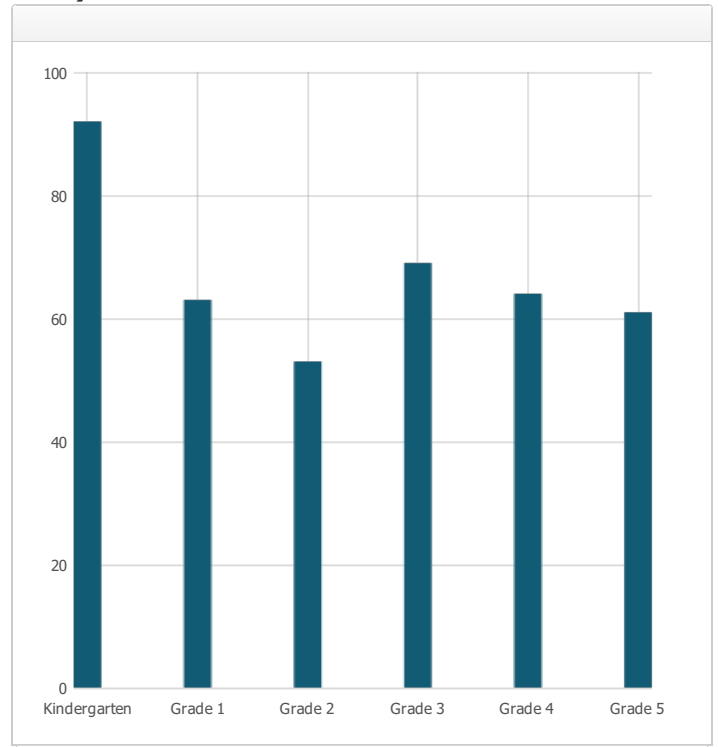
School Expectations

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: 1/25/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	92
Grade 1	63
Grade 2	53
Grade 3	69
Grade 4	64
Grade 5	61
Total Enrollment	402



Last updated: 1/25/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.2 %
American Indian or Alaska Native	1.5 %
Asian	2.2 %
Filipino	0.7 %
Hispanic or Latino	57.2 %
Native Hawaiian or Pacific Islander	0.7 %
White	33.1 %
Two or More Races	%
Other	1.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.9 %
English Learners	39.8 %
Students with Disabilities	10.2 %
Foster Youth	1.0 %

A. Conditions of Learning

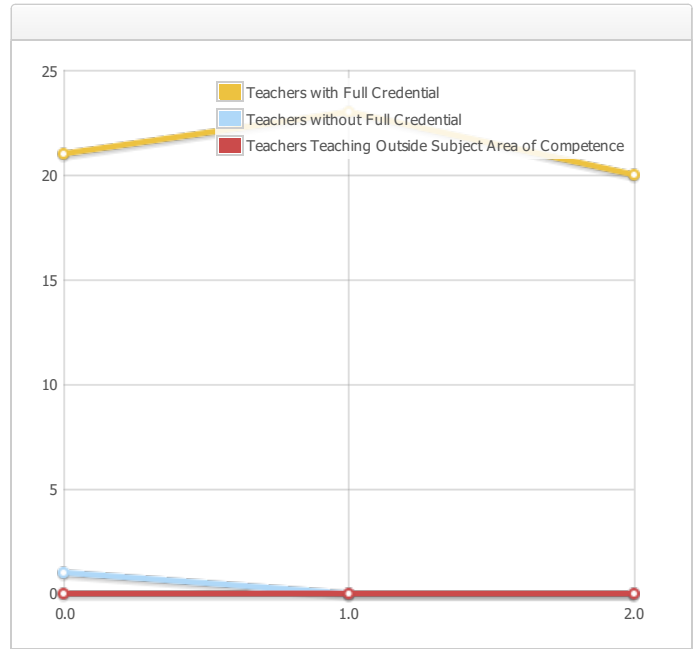
State Priority: Basic

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

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

Teacher Credentials

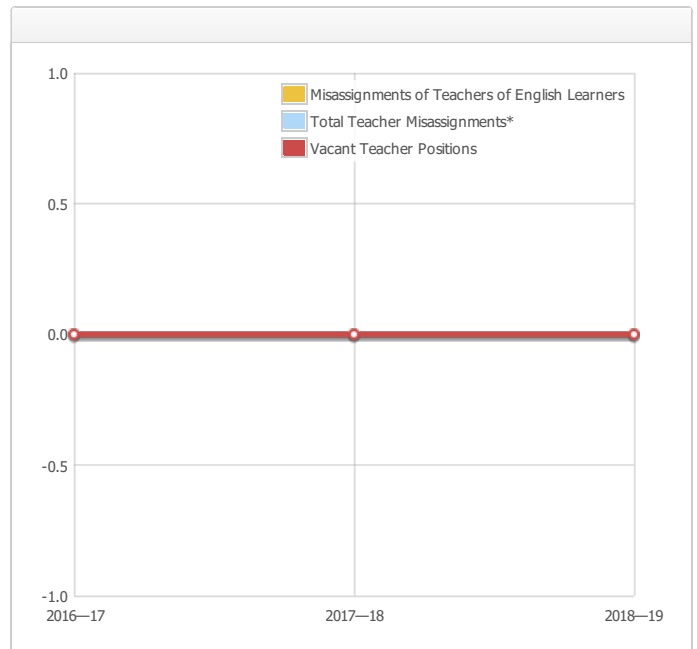
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	23	20	96
Without Full Credential	1	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/25/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/25/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and 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	0.0 %
Mathematics	Great Minds Eureka Math	Yes	0.0 %
Science	K-5 FOSS Science NGSS	Yes	0.0 %
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
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: 1/29/2019

School Facility Conditions and Planned Improvements

At Del Mar Elementary School, careful attention has been given to creating classroom, playground and staff spaces that support effective instruction and practices as well as Common Core State Standards-based learning for all students.

Del Mar Elementary School was built in 1959 and consists of 18 grade-level classrooms. Three other classrooms are home to our Del Mar Response to Intervention Team. Other campus rooms are used as After School Education and Safety (ASES) and Kid Care rooms, as well as spaces for art, music, and speech intervention programs. Del Mar School is fortunate to have a full-sized gymnasium, library, computer lab, outdoor amphitheater, baseball/softball field, playground climbing structures, a large life lab (garden), and a field and track. A new wing of upper grade classrooms was completed in 2013/14 school year..

Del Mar School employs two full-time custodians. The day custodian begins his shift in the morning and completes his shift in the afternoon. The evening custodians begin in the afternoon and end late night. The custodians adhere to a specific cleaning schedule that includes specific duties as well as rotational vacuuming and mopping. Items in need of repair are submitted to the office where they are reported to district maintenance when necessary. Larger maintenance and deep cleaning of the school are conducted during non-student attendance days, including spring, winter and summer breaks.

Students are kept safe and engaged on school grounds before school begins. Students and families have the opportunity to participate in the Before School Reading Program and Computer Lab Program. During school hours, a schedule of locked gates is maintained in order to drive access to the campus directly to the front office. After school, students are monitored in adherence to the after-school plan that families are required to create.

Each school is inspected on a regular basis by:

District personnel

Fire inspector

Safety specialist

Problems that are found are corrected immediately.

Improvements include:

- Outside painting
- Re-graveling of the track
- Resealing of the playground asphalt
- Remodeling of the life lab/garden area

We take pride in the fact that our school sites are attractive, clean and well maintained. Over the course of the past 5 years, the following improvements took place:

- Paving of the eastern space next to the first wing
- Drainage beneath the upper-grade play structure modified and improved
- Roofing over the library wing repaired
- Installation of solar arrays

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roof needs to be cleaned and recoated. Roof repairs will be incorporated into the district's major maintenance plan by priority of need.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Windows have broken hardware, replacement parts hard to find. Not energy efficient. The district will continue to upgrade windows for efficiency as funds become available.

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Fair
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Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	57.0%	52.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	48.0%	36.0%	44.0%	37.0%	38.0%

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: 1/25/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	191	100.00%	56.54%
Male	95	95	100.00%	55.79%
Female	96	96	100.00%	57.29%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	114	114	100.00%	47.37%
Native Hawaiian or Pacific Islander	--	--	--	
White	60	60	100.00%	68.33%
Two or More Races				
Socioeconomically Disadvantaged	127	127	100.00%	48.03%
English Learners	84	84	100.00%	44.05%
Students with Disabilities	32	32	100.00%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	190	190	100.00%	47.89%
Male	94	94	100.00%	51.06%
Female	96	96	100.00%	44.79%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	114	114	100.00%	37.72%
Native Hawaiian or Pacific Islander	--	--	--	
White	59	59	100.00%	64.41%
Two or More Races				
Socioeconomically Disadvantaged	126	126	100.00%	37.30%
English Learners	84	84	100.00%	33.33%
Students with Disabilities	32	32	100.00%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/25/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/25/2019

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 2017–18)

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	25.0%	18.3%	18.3%

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.

Last updated: 1/25/2019

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 2018—19)

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

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

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

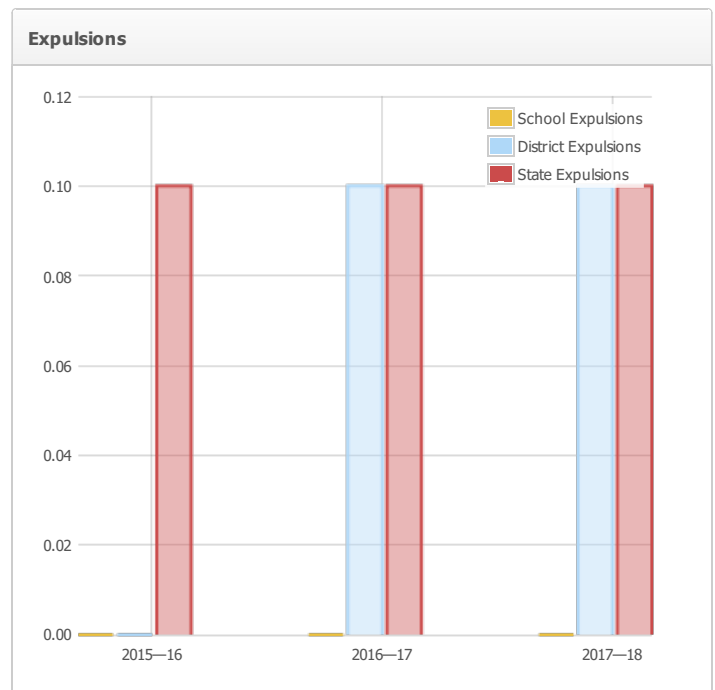
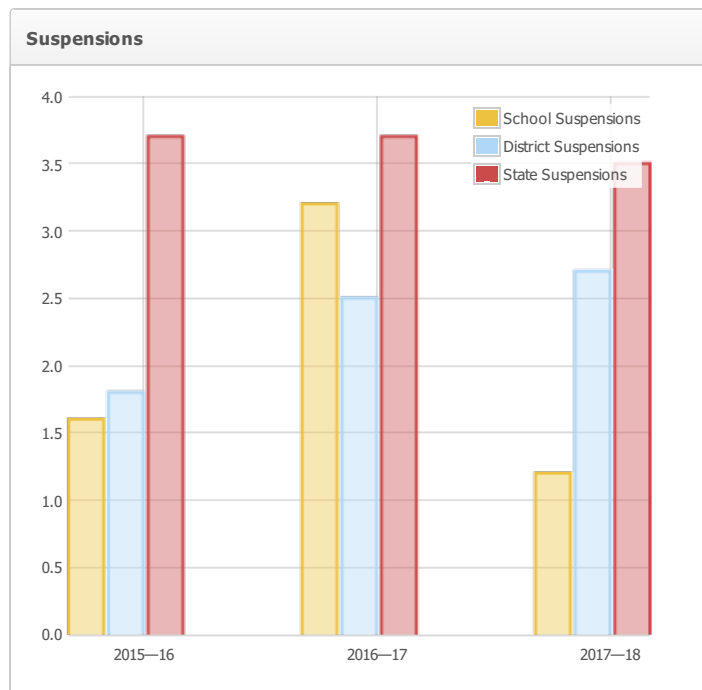
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.6%	3.2%	1.2%	1.8%	2.5%	2.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

School Safety Plan (School Year 2018—19)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office and playground staff supervise students on the playground and cafeteria. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons.

Pursuant to Sections 32280-32288 of the California Education Code, Del Mar Elementary School writes develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in August of 2018. All components of the 2018-19 Comprehensive Safety Plan will be considered by the Board of Trustees on February 6, 2019. Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies

- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year.

Last updated: 2/1/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	1	2	
1	21.0	1	2	
2	22.0		3	
3	23.0		3	
4	25.0		3	
5	24.0	1	2	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	3	
1	24.0		2	
2	20.0	1	2	
3	22.0		3	
4	29.0		2	
5	23.0	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	23.0		4	
1	24.0		2	
2	23.0		3	
3	22.0		3	
4	29.0		2	
5	30.0		2	
6				
Other**	12.0	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.

Last updated: 1/25/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3471.8	\$789.3	\$2682.4	\$74458.0
District	N/A	N/A	\$404.3	\$81063.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

Del Mar Elementary has programs and supplemental services that are provided to the students throughout the year. The Response to Intervention (RTI) program, funded by Title I, plays a key part in our schoolwide educational offerings by providing support services to all students. We have an intensive explicit phonics program for all grade 1-2 students: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Other grade-level students who qualify receive this instruction. Our RTI program provides targeted instruction to grade 2-5 students at their instructional level. Using an innovative model that includes classroom teachers, students are grouped according to their reading levels. For 35 minutes daily, this supplemental instruction ranges from phonics support to advanced literature groups. Computer-assisted learning is thriving at Del Mar Elementary. Accelerated Reader, a reading comprehension and motivational program, is available for all students. Google Classroom is used in upper-grade classrooms

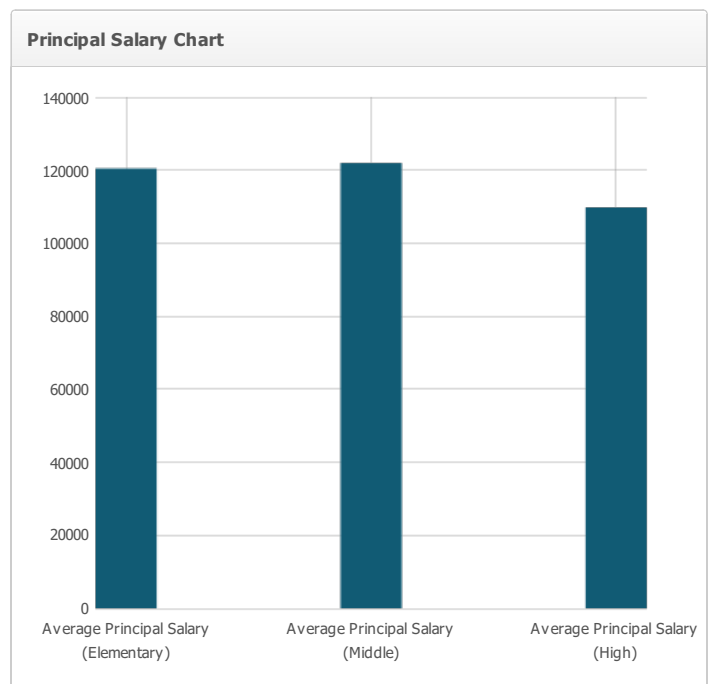
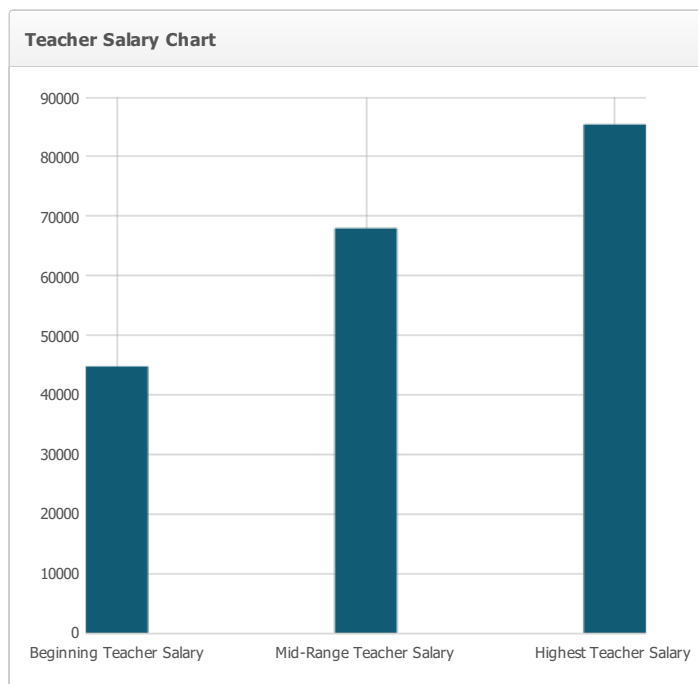
Funded by a voter-approved parcel tax, our Science Garden program provides support to every student in the school with a science-based curriculum and staff who lead lessons in our garden area. All classes have garden plots. The parcel tax also funds a music teacher and an art teacher for our district's elementary schools. Translation of documents and school newsletters are supported by the use of a translator that is funded through categorical funds. Students' social-emotional development and a positive school climate is fostered through our Positive Behavior Intervention and Supports program and the Second Step Curriculum. Students at Del Mar Elementary are also supported by a full-time counselor. The translation of items ensures that every parent has the opportunity to receive all of the information the school sends out to keep them informed of their child's educational progress and school functions.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$48,064
Mid-Range Teacher Salary	\$67,970	\$75,417
Highest Teacher Salary	\$85,411	\$94,006
Average Principal Salary (Elementary)	\$120,458	\$119,037
Average Principal Salary (Middle)	\$121,958	\$123,140
Average Principal Salary (High)	\$109,818	\$135,974
Superintendent Salary	\$185,200	\$183,692
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/25/2019

Professional Development

In the Live Oak School District, we have three non-student days focused on professional learning. We also have three meetings per month dedicated to professional learning and teacher collaboration. In addition, we have a number of release days at our site for teachers to meet in grade level teams to score student writing, analyze benchmark data in math and language arts, and use the results to inform their instruction. During our annual LCAP planning process for the 2016-17, 2017-18 and 2018-19 school years, we review student assessment data to determine areas of focus for professional learning. Professional learning for teachers includes:

- Math Lesson Study and professional development from the Silicon Valley Math Initiative
- Close Reading using collaborative strategies
- Continued support of ELs in writing and the use of language objectives
- Accountable Talk
- ELD

Professional learning is led by instructional coaches at each site. Instructional coaches meet with individual teachers during 8 week "coaching cycles." Teachers work intensively with instructional coaches in afterschool collaboration and coaches provide "on the job" professional learning in the classroom. When they are not participating in the coaching cycle, teachers focus on Math, Science and Technology with content experts. Across the district, all schools participated in Instructional Rounds focused on the use of accountable talk in the classroom.

To expand teacher expertise, professional learning topics in the 2018-19 school year are based on deepening the work of prior years and utilize the same structure of coaching cycles. This year, the focus of professional learning is on the implementation of the newly adopted language arts curriculum, Lucy Calkins Units of Study in Reading and Writing and the implementation of the reading workshop. In addition, all district teachers received training in Grammar Gallery to support standards-based ELD instruction aligned with language arts. Beginning in the winter of the 2018-19 school year, K-5 teachers also received professional development in implementing our newly adopted, hands-on Science curriculum: FOSS NGSS Science.

Last updated: 2/1/2019