

Carmel Del Mar School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Carmel Del Mar School
Street	12345 Carmel Park Dr.
City, State, Zip	San Diego, CA 92130
Phone Number	858-481-6789
Principal	Frankie Leivera
Email Address	fleivera@dmusd.org
School Website	carmeldelmar.dmusd.org
Grade Span	K-6
County-District-School (CDS) Code	37680566110696

2025-26 District Contact Information

District Name	Del Mar Union School District
Phone Number	(858) 755-9301
Superintendent	Marisa Janicek
Email Address	mjanicek@dmusd.org
District Website	www.dmusd.org

2025-26 School Description and Mission Statement

Carmel Del Mar School (CDM), home of the Dragons since 1992, and a 2021 National Blue Ribbon School, welcomes and educates neighborhood children from kindergarten through sixth grade. The members of our school community are proud of our longstanding tradition of providing educational excellence. At CDM, we have an ongoing commitment to academic excellence and education of the whole child, a staff dedicated to meeting the academic and social-emotional needs of every Dragon, and a student body that is motivated to learn and achieve.

At CDM, our collective goal is to create a learning environment that is rigorous, innovative, inspiring, and nurturing as we work together to prepare students for success in a rapidly changing global society. We aspire to help each one of our students

2025-26 School Description and Mission Statement

realize their individual potential through our challenging and differentiated academic program. The quality of meaningful instruction and high levels of collaborative leadership at Carmel Del Mar School are remarkable, in large part due to the collective efforts of every member of our staff. Staff and teacher teams meet regularly to engage in shared decision-making about what's best for students by analyzing informal and formal assessment data to identify students' strengths and needs, and then use this information to determine next instructional steps. Our School Site Council (SSC) meets four times a year to develop, review, and evaluate school improvement programs and school budgets. The SSC reviews our school's ongoing progress and uses this information to make recommendations for improvement and budget priorities.

At CDM, we want each student to develop positive self-esteem, integrity, an appreciation of the arts, an interest in science, and an understanding of technology as an important tool in learning. Through our STEAM+ program, we offer STEAM education classes taught by credentialed specialists in music, art, physical education, scientific investigation, and integrated/design thinking challenges. We support the social and emotional well-being of students through lessons that teach invaluable skills to help them navigate their way through school and the world beyond, using the Second Step SEL Program. Additionally, we have a School Counselor who supports students struggling with social-emotional concerns through direct and indirect services. This year, schoolwide, we continue to combat bullying and bias to stop the escalation of hate and create a more inclusive climate at CDM by actively participating in the No Place for Hate initiative. We have held the No Place for Hate designation since the 2020-2021 school year, and we are committed to and excited about maintaining this distinction in years to come.

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	64
Grade 2	66
Grade 3	79
Grade 4	93
Grade 5	97
Grade 6	99
Total Enrollment	562

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	41.5
Black or African American	1.1
Filipino	1.6
Hispanic or Latino	8.2
Two or More Races	7.1
White	38.3
English Learners	18.5
Homeless	0.2
Socioeconomically Disadvantaged	10.7
Students with Disabilities	10.7

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.

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)	35.3	98.61	231.9	94.89	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7	2.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.41	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.39	4.5	1.84	15831.9	5.67
Total Teaching Positions	35.8	100	244.4	100	279044.8	100

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.

2022-23 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)	25	96.15	188	97.41	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.04	11746.9	4.23
Unknown/Incomplete/NA	1	3.85	2	1.04	14303.8	5.15
Total Teaching Positions	26	100	193	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	27	96.43	192.1	96.97	230039.4	100
Intern Credential Holders Properly Assigned	1	3.57	2	1.01	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	2.02	13705.8	4.91
Total Teaching Positions	28	100	198.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	3.8	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Savvas Investigations Common Core State Standards Math, Grades 1-5 Savvas Connected Math (CMP3), Grade 6	0.00%
Science	Amplify Science, Grades K-6 Foss Science, Grades K-6	0.00%
History-Social Science	TCI Social Studies Alive! Grades K-5 TCI History Alive! Grade 6	0.00%
Foreign Language	Not Applicable	
Health	District Designed Standards Based Program	0.00%
Visual and Performing Arts	District Designed Standards Based Program	0.00%
Science Laboratory Equipment (grades 9-12)	Not Applicable	

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

School Facility Conditions and Planned Improvements

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff is a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff

School Facility Conditions and Planned Improvements

works cooperatively with the district maintenance staff to ensure the timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Year and month of the most recent FIT report

January 2026

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			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	84	86	80	81	47	48
Mathematics (grades 3-8 and 11)	86	88	81	82	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	358	98.35	1.65	86.03
Female	165	162	98.18	1.82	87.65
Male	199	196	98.49	1.51	84.69
American Indian or Alaska Native	0	0	0	0	0
Asian	160	157	98.13	1.87	90.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	77.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	80.00
White	136	134	98.53	1.47	86.57
English Learners	41	36	87.80	12.20	50.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.12	4.88	76.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	63.16

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	362	99.45	0.55	88.40
Female	165	164	99.39	0.61	84.76
Male	199	198	99.50	0.50	91.41
American Indian or Alaska Native	0	0	0	0	0
Asian	160	160	100.00	0.00	94.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	83.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	76.92
White	136	134	98.53	1.47	87.31
English Learners	41	40	97.56	2.44	70.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	80.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	60.53

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	76.29	74.47	72.99	74.41	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00	0.00	74.47
Female	45	45	100.00	0.00	66.67
Male	49	49	100.00	0.00	81.63
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	71.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	71.05
English Learners	13	13	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	89%	95%	98%	95%	98%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

Carmel Del Mar School recognizes the importance of the partnership between home and school and remains committed to supporting parents as partners in educating our students. The parent community at CDM is especially accommodating in supporting and assisting us in meeting the needs of each of our Dragons. We strongly encourage community involvement through multiple venues. For example, families can attend District Strategic Planning Nights to provide feedback, Coffee with the Principal, STEAM+ Night, and Parent-Teacher Conferences to engage with our school community. The School Site Council is an elected group composed of parents and staff who meet four times each year and support the development and implementation of a school-level plan to improve student outcomes. The Parent-Teacher Association (PTA) meets monthly and provides a tremendous amount of support for school programs, family-fun activities, and community-building events. In addition, parents are always welcome and encouraged to participate in their children's education by volunteering in classrooms and/or participating in school-wide events. We are excited to continue welcoming our parent volunteers back to CDM each year. Our parents continue to support our community connections by being present at our incredibly well-attended PTA Family Events, and via volunteering in a variety of ways to enrich the school experience for all students at CDM.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	588	36	6.1
Female	283	275	20	7.3
Male	319	313	16	5.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	260	251	12	4.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	3	6.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	3	7.3
White	222	219	17	7.8
English Learners	120	111	10	9.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	77	73	9	12.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	68	4	5.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.83	0.64	0.33	0.45	0.57	0.52	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.38	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	0.00
English Learners	0.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Carmel Del Mar School places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Visitors to the school must enter through the main office, log in to the Raptor Visitor Management system, and wear a badge or sticker to enter our campus. All school district personnel, including district office staff, wear picture identification badges for security purposes. Cameras have been installed in various spaces on our school campus to monitor the perimeter of our site, and a front-entry security system has been installed.

Our Comprehensive School Safety Plan (CSSP) incorporates policies and procedures to prevent injuries and illnesses among students and staff. The principal works with district leadership personnel to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure student safety and prepare for emergencies. We conduct regularly scheduled fire, earthquake, and disaster drills, and each classroom is equipped with a backpack containing emergency supplies. Our Comprehensive School Safety Plan incorporates all the mandated components of SB 187. The plan was last reviewed and updated on February 27, 2025, at the site level and was approved by our DMUSD Governing Board in March 2025. Annual review and revisions are part of the ongoing work of the School Site Council, which consists of our principal, classroom teachers, school staff, and parents. Updates are published by March 1st of each calendar year. Safety Plan Goals include social-emotional wellness for all students and Options-Based Response training for all adults. Additionally, our comprehensive school safety plan includes increasing efficiency and preparedness in the event of emergencies, and supporting students' social-emotional well-being and positive peer interactions through our social-emotional curriculum, Second Step.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students 15 minutes before the instructional day begins, at each recess and lunch period, and for 15 minutes at the end of each school day.

D. Other SARC Information 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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		2	
1	21	1	2	
2	19	4		
3	21	2	2	
4	24		4	
5	24		4	
6	25		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		3	
1	21		3	
2	19	2	2	
3	20	3	1	
4	23		4	
5	22	2	2	
6	23		4	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		3	
1	21		3	
2	22		3	
3	20	3	1	
4	23		4	
5	24		4	
6	25		4	

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.625
Psychologist	.8
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,397	\$1,078	\$10,319	\$111,429
District	N/A	N/A	\$17,184	\$112,392
Percent Difference - School Site and District	N/A	N/A	-49.9	-0.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-7.7	10.7

Fiscal Year 2024-25 Types of Services Funded

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content area specialists.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$65,954	\$61,516
Mid-Range Teacher Salary	\$103,072	\$95,479
Highest Teacher Salary	\$128,734	\$125,208
Average Principal Salary (Elementary)	\$166,866	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$310,052	\$242,781
Percent of Budget for Teacher Salaries	37.92%	29.76%
Percent of Budget for Administrative Salaries	6.11%	5.74%

Professional Development

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6.2	6.4	6.7