

Del Mar Hills Academy

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



• HILLS ACADEMY •

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	Del Mar Hills Academy
Street	14085 Mango Dr.
City, State, Zip	Del Mar, CA 92014
Phone Number	858-755-9763
Principal	Andrea Sleet
Email Address	asleet@dmusd.org
School Website	delmarhills.dmusd.org
Grade Span	K-6
County-District-School (CDS) Code	37680566088983

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

Del Mar Hills Academy, home of the SurfRiders since 1974, welcomes and educates neighborhood children from kindergarten through sixth grade. The members of our school community are proud of the longstanding tradition of providing educational excellence throughout the past fifty school years. At the Hills, we have an ongoing commitment to academic excellence and education of the whole child, a staff dedicated to meeting the academic and social-emotional needs of every SurfRider, and a student body that is motivated to learn and achieve.

The quality of instruction and leadership at Del Mar Hills Academy is extraordinary, made possible by the cooperative and collaborative efforts of the entire staff. Andrea Sleet, the principal of Del Mar Hills Academy, has over thirty years of education

2025-26 School Description and Mission Statement

experience in the Del Mar Union School District. 2025 – 2026 is Mrs. Sleet’s seventh year as principal of Del Mar Hills Academy. Prior to becoming a principal, Mrs. Sleet was a classroom teacher and served in several instructional leadership roles for over twenty-two years, and as an assistant principal for a year and a half. She values being present in classrooms in order to engage with students as they learn and think. She focuses on building connections and rapport with students. Mrs. Sleet values cultivating a school environment built on trust, open communication, integrity, continuous learning, and making decisions focused on what is best for students. The culture of teamwork and compassion among staff and students is essential throughout the campus.

At Del Mar Hills Academy, we are committed to the unrelenting pursuit of the extraordinary school experience for every child. At Del Mar Hills Academy, we are a school family. We value our relationships and connections with our students. We focus on making sure each student feels seen, valued, and heard. Each of our children is also part of a school family known as a “Surf Family” led by a teacher or staff member and composed of kindergarten through sixth-grade students. The goals of our “Surf Families” are: to develop and strengthen relationships with students of various ages and backgrounds, build a sense of community across grade levels, and support students in learning to respect and accept each other’s differences. The benefits of “Surf Families” include: creating a truly cohesive whole school environment and ensuring that age is not a barrier to friendship and collaboration, building camaraderie and identity for all, create smaller communities within the larger community where students can make stronger bonds and connections, older students develop empathy as they mentor younger students, and younger students gain confidence through interaction with upper-grade students. In addition, students have the opportunity to interact with teachers they would not normally, which gives them another trusted adult on our campus. Overall, “Surf Families” create a culture of, “We are better together!”

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

Del Mar Hills Academy has a detailed School Plan for Student Achievement and a Site Strategic Plan, both of which are updated annually. Our teachers continue to develop highly motivating, meaningful, student-centered instructional units of study and align them in accordance with State frameworks, CA Curriculum Standards, the district's mission and vision, and students’ social-emotional and instructional needs. Professional learning teams continually analyze student performance to develop and align instruction driven by students’ needs. 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 use this information to determine next instructional steps.

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

Major Achievements – Most Recent Year

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

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

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

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We are particularly proud of our ability to develop programs that address current issues and concerns, equipping students with the skills they need to become productive citizens in our rapidly changing global society. We take pride in educating the whole child and the importance of focusing on the social-emotional well-being of our students. We implement and utilize the Second Step program to guide our students toward a positive future full of empathy, problem-solving, confidence, motivation, integrity, and leadership. Second Step builds strong character in our students and models how to live a life of excellence inside and outside the classroom. Additionally, our students engage in lessons surrounding acceptance, compassion, empathy, and understanding for all. Our school has been named a No Place for Hate campus since 2020, and we will continue this important learning in the 2025-26 school year.

All of our sixth-grade students are participating in our World Language Program, focusing on Spanish. This program fosters awareness, understanding, and empathy for different cultures, helping students become higher-performing and better problem-solvers. In addition, we are proud to have a Spanish Language Immersion program in Kindergarten, first, second, third, fourth, and fifth grade, which will expand to sixth grade in 2026-2027. Incoming kindergarten students throughout our district are welcome to apply for this learning opportunity. This program supports our Destination 2028! Lever One focused on Strong Academic Core and High-Quality Instruction and provides an opportunity for students to engage in language study as a path toward the California State Seal of Biliteracy (Global California 2030). Our goals include providing a program where students learn Spanish through meaningful interactions and cultural study. Students develop multicultural awareness and appreciation, as well as multicultural competence. Through second language study, we promote higher academic achievement and greater problem-solving skills.

In mathematics, our teachers continue to implement the principles of Cognitively Guided Instruction (CGI) and align this methodology with grade-level standards in every classroom. Technology is utilized by each child in all grades, with students in grades two through six using Chromebooks and students in kindergarten and first using iPads. Technology supports our students as they work collaboratively to research, design, create, innovate, and write. Our classroom teachers have been observed by staff from our district and other districts to learn from our successful implementation of CGI and technology into our instructional program.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	29
Grade 2	32
Grade 3	44
Grade 4	31
Grade 5	30
Grade 6	24
Total Enrollment	224

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Asian	11.6
Filipino	1.3
Hispanic or Latino	21.4
Two or More Races	11.2
White	51.3
English Learners	9.4
Socioeconomically Disadvantaged	9.8
Students with Disabilities	5.4

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)	17.4	90.89	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)	1.2	6.51	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	2.6	4.5	1.84	15831.9	5.67
Total Teaching Positions	19.2	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)	15	93.75	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	6.25	2	1.04	14303.8	5.15
Total Teaching Positions	16	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)	14	93.33	192.1	96.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	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	1	6.67	4	2.02	13705.8	4.91
Total Teaching Positions	15	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	1.20	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.20	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)	7.1	0	7.6
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	0	6.2

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 McGraw Hill Maravillas, for Spanish Language Immersion Program	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

School Facility Conditions and Planned Improvements

for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely completion of needed facility repairs and an 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)	75	78	80	81	47	48
Mathematics (grades 3-8 and 11)	80	82	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	130	128	98.46	1.54	78.13
Female	58	58	100.00	0.00	82.76
Male	71	69	97.18	2.82	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	20	19	95.00	5.00	78.95
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	90.91
White	72	72	100.00	0.00	76.39
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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	130	129	99.23	0.77	82.17
Female	58	58	100.00	0.00	81.03
Male	71	70	98.59	1.41	82.86
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	80.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	90.91
White	72	72	100.00	0.00	86.11
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	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.

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)	71.88	79.31	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	29	29	100.00	0.00	79.31
Female	14	14	100.00	0.00	71.43
Male	15	15	100.00	0.00	86.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	70.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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	97%	100%	100%	100%	100%
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

Del Mar Hills Academy 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 Del Mar Hills Academy is especially accommodating and dedicated when it comes to supporting and assisting us with meeting the needs of each one of our SurfRiders. We strongly encourage community involvement through multiple venues.

- The School Site Council is an elected group composed of parents and staff who meet four times each year 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, community-building events and community outreach.
- Parents serve as volunteers in classrooms during the 2025-2026 school year.
- Parent volunteers also read with our students through the Everyone A Reader program.
- Parent volunteers are involved in various clubs on our campus such as Running Club and Garden Club.
- Parent volunteers support our Upper Grade Drama Club.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	233	18	7.7
Female	116	113	12	10.6
Male	120	118	6	5.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	30	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	50	7	14.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	27	3	11.1
White	117	116	8	6.9
English Learners	24	24	2	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	27	24	7	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	15	3	20.0

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
0.64	2.03	1.68	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	1.68	0.00
Female	0.00	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	0.85	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Del Mar Hills Academy places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Any visitors allowed to come onto the school must enter through the main office, log into the Raptor Visitor Management system and wear a badge/sticker if they wish to enter our campus.

Our school environment is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. Our Comprehensive School Safety Plan (CSSP) incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. Del Mar Hills' School Safety Plan was updated, reviewed, and adopted on February 27, 2025 by the School Site Council which consists of our principal, classroom teachers, school staff, and parents. Comprehensive Site Safety Plans were approved by our DMUSD Governing Board in March 2025.

We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, earthquake drills and each classroom is equipped with a backpack containing emergency supplies. All Del Mar Hills staff have been trained on federal guidelines and best practices for responding to armed-intruder situations on a K-12 school campus. The training, which has been vetted and endorsed by local law enforcement, empowers staff to implement options-based responses (Run, Hide, Disrupt) for active shooter and other armed assailant situations.

Our school complies with district safety and security procedures. Our campus is enclosed by fences, and our gates are closed during school hours to ensure the safety of our staff and students. Our adult crossing guards help students and families cross streets safely when coming and going from school. Staff members supervise students 15 minutes prior to the start of school, at each recess and lunch period, and after school. The staff at Del Mar Hills considers the health and safety of our students and staff to be our highest priority and has implemented a visitor management system, Raptor. The purpose of this system is to ensure that we have an accurate record of campus visitors, and that individuals visiting our schools are authorized to do so. All school district personnel, including district office staff, wear picture identification badges for security purposes. We also have a disaster shed full of supplies for any emergency. The materials are inventoried and include water, blankets, first aid materials, bandages, cots, portable toilets, flashlights, megaphones, and food bars. In addition, we are equipped with districtwide and schoolwide radios and emergency carts to account for all staff and students during emergencies.

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	19	1	1	
1	24		2	
2	21	1	1	
3	20	2		
4	18	2		
5	26		2	
6	19	2		

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	13	2		
1	18	1	1	
2	21	1	1	
3	18	2		
4	15	2		
5	13	2		
6	24		2	

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	17	1	1	
1	15	2		
2	16	1	1	
3	22		2	
4	16	2		
5	15	2		
6	24		1	

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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
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	\$14,288	\$1,401	\$12,887	\$104,365
District	N/A	N/A	\$17,184	\$112,392
Percent Difference - School Site and District	N/A	N/A	-28.6	-7.4
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	14.5	4.2

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