

# Pacific Sky School

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



• SCHOOL •

### 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

<b>School Name</b>	Pacific Sky School
<b>Street</b>	6631 Solterra Vista Pkwy.
<b>City, State, Zip</b>	San Diego, CA 92130
<b>Phone Number</b>	858.523.4799
<b>Principal</b>	Chelsea Moore
<b>Email Address</b>	<a href="mailto:cmoore@dmusd.org">cmoore@dmusd.org</a>
<b>School Website</b>	<a href="https://pacificsky.dmusd.org/">https://pacificsky.dmusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	37680560141374

## 2025-26 District Contact Information

<b>District Name</b>	Del Mar Union School District
<b>Phone Number</b>	858-755-9301
<b>Superintendent</b>	Marisa Janicek
<b>Email Address</b>	<a href="mailto:mjanicek@dmusd.org">mjanicek@dmusd.org</a>
<b>District Website</b>	<a href="https://www.dmusd.org">https://www.dmusd.org</a>

## 2025-26 School Description and Mission Statement

Pacific Sky School opened its doors in September 2022 to serve kindergarten through sixth-grade students. The school's design reflects a forward-thinking approach to creating environments where today's students can thrive. With abundant natural light and thoughtfully designed indoor and outdoor learning spaces, the school offers unique and engaging features, including cozy nooks for reading, collaborative gathering areas, and whimsical slides connecting different levels of the campus. In recognition of its innovative design, Pacific Sky received the San Diego Architectural Foundation Orchid Award for Landscape Architecture and Interior Design, as well as the Leroy F. Greene Design and Planning Award of Merit.

Pacific Sky embraces a diverse community of learners, representing more than 23 different primary home languages. Class

## 2025-26 School Description and Mission Statement

sizes average a student-to-teacher ratio of approximately 22:1 in kindergarten through third grade and 25:1 in fourth through sixth grade. Committed to fostering social, emotional, and academic growth, the school provides a welcoming and inclusive environment where each child's strengths are nurtured and valued as essential contributions to the community. Students are encouraged daily to develop critical thinking skills, curiosity, and strong written and oral communication abilities.

Pacific Sky offers a comprehensive social-emotional learning program that supports students' development through our Second Step curriculum, No Place for Hate activities, and lessons led by our school counselor. These intentional, age-appropriate lessons help students build the social skills needed to form and maintain healthy relationships now and in the future. Our ultimate goal is for every child to realize their full potential as a confident, capable, and compassionate individual.

At the heart of Pacific Sky's mission is the belief that education should inspire students to reach their full potential as global citizens and critical thinkers. By emphasizing adaptability, empathy, and curiosity, we encourage students to embrace challenges and seek meaningful solutions. Students are empowered to be thinkers. To think critically, collaborate effectively, consider diverse perspectives, and take ownership of their learning journey.

Through our STEAM+ program, students engage weekly in vibrant, interdisciplinary instruction that integrates the arts, science, music, physical education, robotics, and coding. Through STEAM+ learning, students' creativity and problem-solving skills are fostered by encouraging students to think through the design-thinking process and participate in hands-on activities. Credentialed STEAM+ teachers enhance the educational experience by offering opportunities for teamwork and exploration in areas beyond the general education curriculum, supporting our school's mission to educate the whole child.

Pacific Sky is proud of its strong partnership with an engaged and supportive parent community. Many of the school's successes are a direct result of parental commitment and involvement. The collaboration between parents, staff, and students forms the foundation of the school's thriving environment. Pacific Sky exemplifies the strength of these partnerships and their vital role in creating an exceptional learning experience.

Goals for the 2025-2026 School Year

**Learning Experience:** Design learning experiences that engage students at the point of challenge through purposeful tasks, thoughtful questioning, and meaningful feedback to foster deep thinking and a learner's mindset.

**Responsive & Caring Culture:** Create inclusive environments that celebrate diversity, cultivate empathy, and foster meaningful relationships—ensuring all students feel valued, supported, and cared for by both peers and adults.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	43
Grade 2	52
Grade 3	50
Grade 4	55
Grade 5	77
Grade 6	51
<b>Total Enrollment</b>	<b>368</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.3
Asian	48.1
Black or African American	0.8
Filipino	2.4
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.9
White	28.8
English Learners	12.5
Homeless	0.3
Socioeconomically Disadvantaged	11.1
Students with Disabilities	8.2

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

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)	1	6.25	2	1.04	11746.9	4.23
Unknown/Incomplete/NA	0	0	2	1.04	14303.8	5.15
<b>Total Teaching Positions</b>	<b>16</b>	<b>100</b>	<b>193</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.3	100	192.1	96.97	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	1.01	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	2.02	13705.8	4.91
<b>Total Teaching Positions</b>	19.3	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
<b>Permits and Waivers</b>		0	0
<b>Misassignments</b>		0	0
<b>Vacant Positions</b>		0	0
<b>Total Teachers Without Credentials and Misassignments</b>		0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		1	0
<b>Local Assignment Options</b>		0	0
<b>Total Out-of-Field Teachers</b>		1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0	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
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	0.0
<b>Mathematics</b>	Kathy Richardson Developing Number Concepts, Grade K Savvas Investigations Common Core State Standards Math, Grades 1-5 Savvas Connected Math (CMP3), Grade 6	0.0
<b>Science</b>	Amplify Science, Grades K-6 FOSS Science, Grades K-6	0.0
<b>History-Social Science</b>	TCI Social Studies Alive! Grades K-5 TCI History Alive! Grade 6	0.0
<b>Foreign Language</b>	Not Applicable	
<b>Health</b>	District Designed Standards Based Program	0.0
<b>Visual and Performing Arts</b>	District Designed Standards Based Program	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	81	80	81	47	48
<b>Mathematics</b> (grades 3-8 and 11)	77	80	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	236	234	99.15	0.85	81.20
Female	113	112	99.12	0.88	82.14
Male	123	122	99.19	0.81	80.33
American Indian or Alaska Native	--	--	--	--	--
Asian	118	118	100.00	0.00	90.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	58.33
White	74	73	98.65	1.35	76.71
English Learners	23	23	100.00	0.00	34.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	65.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	45.00

## 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
<b>All Students</b>	236	234	99.15	0.85	80.34
<b>Female</b>	113	112	99.12	0.88	74.11
<b>Male</b>	123	122	99.19	0.81	86.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	118	118	100.00	0.00	88.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	20	100.00	0.00	60.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	12	92.31	7.69	66.67
<b>White</b>	74	73	98.65	1.35	78.08
<b>English Learners</b>	23	23	100.00	0.00	65.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	35	100.00	0.00	65.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	20	100.00	0.00	45.00

## 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
<b>Science</b> (grades 5, 8 and high school)	69.39	78.21	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
<b>All Students</b>	78	78	100.00	0.00	78.21
<b>Female</b>	36	36	100.00	0.00	75.00
<b>Male</b>	42	42	100.00	0.00	80.95
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	79.49
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	23	100.00	0.00	78.26
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	73.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100%	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

At Pacific Sky School, we take immense pride in our strong, collaborative relationship with a dynamic and engaged community of parents and families. The continued support and involvement of our families play a vital role in the success and vibrancy of our school. From supporting classroom activities to participating in leadership and advisory roles, parents and families are integral to creating an exceptional educational experience. We encourage parents and guardians to pursue involvement at whatever level is feasible for them, knowing that every contribution makes a meaningful difference. Opportunities for engagement include, but are not limited to:

- School Site Council (SSC)
- Parent Teacher Association (PTA)
- Del Mar Schools Education Foundation (DMSEF)
- Del Mar English Language Advisory Committee (DELAC & ELAC)
- Special Education Parent Liaison
- Classroom Volunteering

We remain dedicated to partnering with our families to foster a joyful school environment where every student can thrive academically, socially, and emotionally.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	379	14	3.7
Female	180	180	7	3.9
Male	203	199	7	3.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	182	182	5	2.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	2	6.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	0	0.0
White	113	112	5	4.5
English Learners	52	51	1	2.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	61	60	4	6.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	37	1	2.7

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	0.27	0.26	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	0.26	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.88	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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

Our school is a modern, state-of-the-art complex that provides a safe, clean, and orderly environment conducive to learning. A Comprehensive School Safety Plan (CSSP) outlines policies and procedures for preventing injuries and illnesses among students and staff. Site safety representatives collaborate with the district safety committee to regularly practice, review, and update the safety plan as needed. Additionally, we conduct routine safety inspections of all buildings. Districtwide safety plans and procedures are implemented to ensure student safety and preparedness for emergencies. Regularly scheduled fire and earthquake drills are conducted, and each learning studio is equipped with a backpack containing emergency supplies.

All Pacific Sky staff members have been trained on federal guidelines and best practices for responding to armed intruder situations on a K-6 campus. This training, vetted and endorsed by local law enforcement, empowers staff to apply options-based responses for active shooter and other armed assailant scenarios.

Our school complies fully with district safety and security procedures. Each morning, the school custodian conducts a visual inspection of the campus before students arrive. The campus is enclosed by fences, with gates closed and locked during school hours to ensure the safety of staff and students. During school hours, our school has one point of entry through the front office, which remains locked. Visitors are admitted by ringing the bell and are allowed in by school staff. An adult crosswalk supervisor assists students and families in crossing the driveway safely. Staff members supervise students 15 minutes before the start of the school day, 15 minutes after dismissal, and during recess and lunch periods.

All visitors to campus must check in and out through the school office, where IDs are scanned through the Raptor system. Visitors are required to wear a visitor badge while on campus. All district personnel, including district office staff, wear picture identification badges while on campus to enhance security. Additionally, we maintain a disaster shed stocked with supplies, including water and food. These supplies are inventoried regularly. The school is also equipped with schoolwide radios and emergency carts to ensure accurate accounting of all staff and students during emergencies.

During the 2024-2025 school year, Pacific Sky School developed its Comprehensive School Safety Plan in collaboration with the School Site Council. The plan was reviewed and approved by the council on February 4, 2025. Our School Site Council consists of the principal, classroom teachers, school staff, and parents.

The safety goals for the 2024-2025 school year included strengthening peer relationships by focusing on social problem-solving, fostering connections, and promoting diversity, equity, and inclusion to create a safe, welcoming, and inclusive environment for students, staff, and families. Additionally, the school prioritized strengthening campus security measures and ensuring all staff are proficient in emergency preparedness and consistently practice with the Catapult EMS tool.

### 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	22		2	
2	17	3		
3	23		3	
4	25		2	
5	23	1	1	
6	20	1	1	

## 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	15	3		
1	17	3		
2	16	2	1	
3	17	3		
4	25	0	3	
5	25		2	
6	23		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	20	2		
1	22		2	
2	20	2		
3	22		2	
4	18	3		
5	25		3	
6	25		2	

## 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
<b>Pupils to Academic Counselor</b>	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	0.5
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	0.6
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$12,590	\$692	\$11,898	\$109,278
<b>District</b>	N/A	N/A	\$17,184	\$112,392
<b>Percent Difference - School Site and District</b>	N/A	N/A	-36.4	-2.8
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.5	8.8

## 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
<b>Beginning Teacher Salary</b>	\$65,954	\$61,516
<b>Mid-Range Teacher Salary</b>	\$103,072	\$95,479
<b>Highest Teacher Salary</b>	\$128,734	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$166,866	\$152,668
<b>Average Principal Salary (Middle)</b>		\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$310,052	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	37.92%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6.2	6.4	6.7