

Ashley Falls Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ms. Abby Domingo, Principal

 Principal, Ashley Falls Elementary

About Our School

The quality of instruction and leadership at Ashley Falls School is excellent due to the cooperative efforts of the entire staff. Our principal has seventeen years of educational experience. She has been the principal of Ashley Falls since the 2015-2016 school year. Before joining the Ashley Falls community, she was an assistant principal, teacher, instructional aide, and led professional development for school staffs and parents across the country.

Shared decision-making is important to ensuring that the vision of our school district and school are supported and collaborated on by all stakeholders. We make all voices heard and invested in our school through the work of several site leadership teams. The School Site Council consists of staff and parents and meets four times each year. It establishes the budget in accordance with the Single Plan for Student Achievement and approves expenditures. Site staff leadership teams meet every month to make decisions regarding school issues and to collaborate on how to continue to improve. Representatives from grade level teams and different departments provide input for site administration. Leadership teams are also created with teacher representatives to ensure that all voices are heard and we have shared leadership and ownership as we make important decisions for our students and our community.

Contact

Ashley Falls Elementary
13030 Ashley Falls Dr.
San Diego, CA 92130-3717

Phone: 858-259-7812
Email: adomingo@dmusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Del Mar Union Elementary
Phone Number	(858) 755-9301
Superintendent	Holly McClurg
Email Address	hmcclurg@dmusd.org
Website	http://www.dmusd.org

School Contact Information (School Year 2019—20)	
School Name	Ashley Falls Elementary
Street	13030 Ashley Falls Dr.
City, State, Zip	San Diego, Ca, 92130-3717
Phone Number	858-259-7812
Principal	Ms. Abby Domingo, Principal
Email Address	adomingo@dmusd.org
Website	http://www.dmusd.org/af
County-District-School (CDS) Code	37680566115620

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

Ashley Falls Elementary opened its doors for students in August 1997. The beautiful campus is located amidst expansive home developments and is adjacent to a community park. The student population of 530 represents many different ethnic groups and languages. The culturally and linguistically diverse setting yields exemplary students who feel welcome and valued and create a supportive learning environment.

Ashley Falls and the Del Mar Union School District are at the forefront of education! We are in an unrelenting pursuit to create an extraordinary school experience that ignites personal genius in our students and empowers them to advance the world. We know that students must be prepared for our current world: a world where children will have jobs in industries that may not even exist yet. Where they will need to think flexibly, collaborate well with others, and be problem finders. Because of this, we must prepare our students to become thinkers and active participants in the process of learning. We are committed to creating a culture of thinking at Ashley Falls where staff and students are continuously learning and growing together.

By providing a strong academic core, high quality instruction, strengthening the skills that matter most, and creating an engaging and supportive learning environment, we are confident that students will thrive throughout their years at Ashley Falls. We are on an incredible journey outlined in our District Design 2022 plan and the progress and shifts we have made and the possibilities for continued growth in our teaching and learning are exciting on how we can continue to create the best learning possible for your children.

Ashley Falls also knows that students need to be good citizens, create strong and meaningful relationships, and be kind to others. We use the 8 Keys of Excellence and the Second Step curriculum as our school's character education program to guide our students toward a positive future full of confidence, motivation, creativity, teamwork, leadership and valuable life principles. The 8 Keys builds strong character in our students and models how to live a life of excellence that will help them both inside and outside of the classroom. The 8 Keys of Excellence include: Integrity, Failure Leads to Success, Speak with Good Purpose, This is It!, Commitment, Ownership, Flexibility, and Balance. Second Step is taught through weekly lessons in each K-6 classroom around empathy, skills for learning, emotion management, and problem solving.

The entire school community is also committed to providing an enriched, balanced educational experience for our students. While our efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extend beyond the basics. Students also participate in STEAM+ education through specialized classes in science, technology, art, music, and physical education; as well as engineering woven throughout their classroom instruction. These weekly opportunities provide students with the chance to discover and develop strengths and talents in many areas.

The Ashley Falls community is highly involved in the direction of the school. Expectations for success, both academically and socially, are clearly established in the school setting and supported by parents. Parent involvement is present daily in classrooms and through work on site leadership committees, financial support of the Del Mar Schools Education Foundation and Parent Teacher Association, and participation in many events and activities.

Ashley Falls is a dynamic, fun, student-centered school. Staff, students, parents, and community members are committed to excellence and work to ensure a setting where students will thrive and develop socially, emotionally, and academically.

Major Achievements – Most Recent Year

Our multifaceted program provides opportunities for students to experience art, music, technology, science, and physical education as extensions of the classroom. This past year, we reevaluated systems and structures within our STEAM+ schedules to ensure students could experience deeper learning. Some grade levels experienced "deep dives" into content and standards that not only personally interested them but also connected to the real world. Students shared with staff that they enjoyed being able to focus more deeply into content and felt they learned more than in our previous structures. Students also have opportunities to participate in a variety of lunch clubs which extends their learning and opens them up to new ideas. Some of our lunch clubs included: Mathletics, Mileage Club, Board Game Clubs, Lunch Bunch (to develop social skills), Art Clubs, Knitting Club, and many more. Students also had the choice to participate in academic competitions such as Science Field Day, Math Olympiad, Noetic Math, and the National Geographic Geography Bee. Several students are successful locally and continue on to participate in state or regional competitions.

A school-wide commitment to understanding and implementing the teaching methodology of Cognitively Guided Instruction (CGI) continued to lead to an increased focus on math problem solving. This, in turn, has increased the school's focus on conceptual understanding of mathematics, and enhanced our knowledge and competency in the implementation of California State Standards. With many of our teachers completing their ninth year of CGI professional learning, Ashley Falls has a cohesive K-6 approach to math instruction where are students are fearless mathematicians and can easily approach any problem with confidence and accuracy.

In spring of 2008, Ashley Falls was recognized as a California Distinguished School. The application was awarded a perfect score (8) and was the result of a team that included school staff and parents.

Focus for Improvement – Most Recent Year

We have been focused on creating a culture of thinking for our students. Staff have been applying their own learning to their classroom culture from professional development and reading around Creating a Culture of Thinking and Making Thinking Visible. Staff refined their abilities to implement thinking routines and began to note the thinking required for a task and then choosing an appropriate routine for students to participate in. Thinking Routines have become a consistent way for students to access new information, deepen their understanding, and communicate their understanding. Now when walking into any of our classrooms K-6 student thinking is apparent, notated, and celebrated in our learning environments.

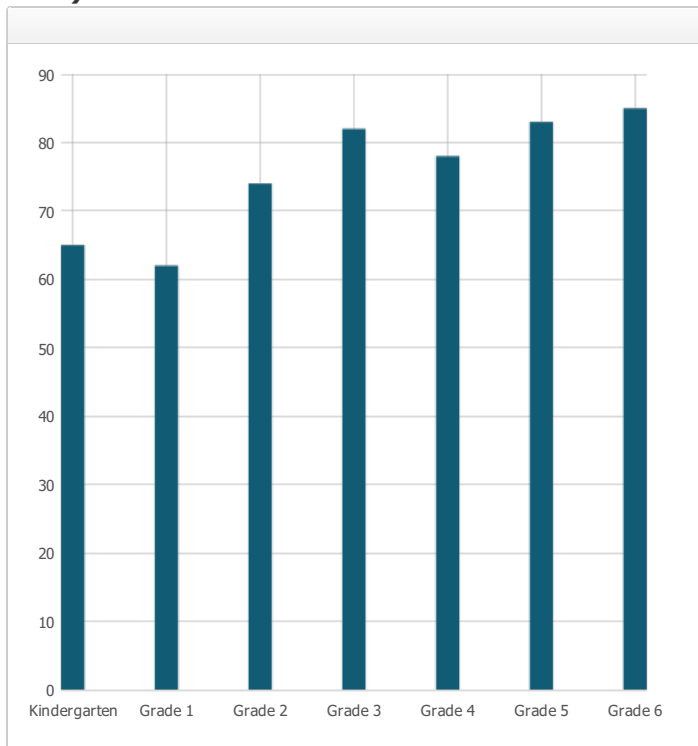
Ashley Falls staff has continued to increase their understanding and application of the Essential Elements of Instruction. Staff continue to develop a deeper understanding of the elements and their positive impact on teaching and learning. Through formal and informal teacher observations, the essential elements provide a research-based common language among staff. These Essential Elements of Instruction ensure that teachers make instructional decisions and determine how to help students make the most progress in their learning in each lesson.

In addition, Ashley Falls has continued to focus on reading, writing, and communication. In line with the California State Standards, staff have a deep understanding of the Reading Standards and implement lessons that have a strong reading-writing connection. Teachers attended professional learning regarding Reading instruction connected to our adopted Wonders and StudySync curriculum. Classroom instruction and learning has been positively impacted with a deeper understanding of the instructional shifts needed to purposefully implement these curriculums and connect deep thinking and thinking routines to the lessons. Students are more consistently accessing nonfiction text, responding to text dependent questions, and being taught through focused differentiated small group instruction in all grade levels. Students are also engaged in authentic writing tasks based on their reading of both fiction and non-fiction texts. Students respond and communicate through all three text genres: narrative, opinion, and informative/explanatory.

Last updated: 1/10/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	65
Grade 1	62
Grade 2	74
Grade 3	82
Grade 4	78
Grade 5	83
Grade 6	85
Total Enrollment	529



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.30 %
American Indian or Alaska Native	0.20 %
Asian	34.40 %
Filipino	1.90 %
Hispanic or Latino	8.90 %
Native Hawaiian or Pacific Islander	0.20 %
White	48.80 %
Two or More Races	4.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.10 %
English Learners	10.80 %
Students with Disabilities	13.80 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

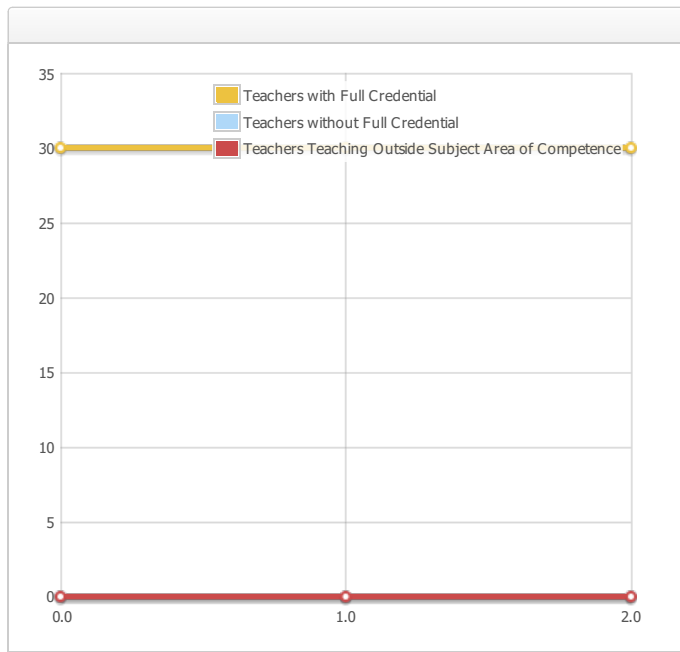
State Priority: Basic

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

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

Teacher Credentials

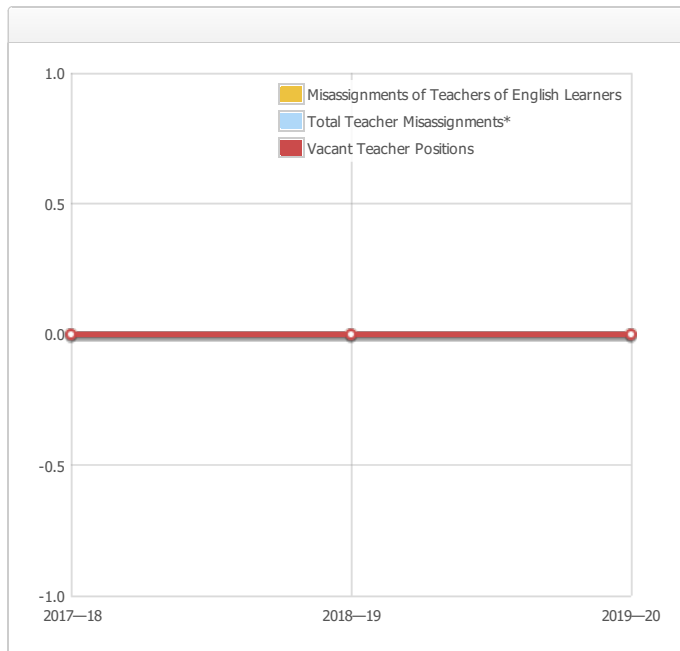
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	30	30	30	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	Yes	0.00 %
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math 2017, Grades 1-5 Pearson Connected Math, CMP3 2014, Grade 6	Yes	0.00 %
Science	Houghton-Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 Foss Kits, Grades K-6	Yes	0.00 %
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00 %
Foreign Language	Not Applicable		0.00 %
Health	SPARK P.E., Grades K-6		0.00 %
Visual and Performing Arts	Share the Music, McGraw-Hill, Grades K-6 Site-Based	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

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

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	81.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	79.0%	81.0%	84.0%	84.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	324	97.89%	2.11%	80.56%
Male	185	180	97.30%	2.70%	77.22%
Female	146	144	98.63%	1.37%	84.72%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	100	98	98.00%	2.00%	89.80%
Filipino	--	--	--	--	
Hispanic or Latino	29	28	96.55%	3.45%	60.71%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	171	167	97.66%	2.34%	80.24%
Two or More Races	15	15	100.00%	0.00%	80.00%
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	48.39%
English Learners	45	40	88.89%	11.11%	65.00%
Students with Disabilities	58	55	94.83%	5.17%	50.91%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	328	99.09%	0.91%	81.10%
Male	185	182	98.38%	1.62%	81.32%
Female	146	146	100.00%	0.00%	80.82%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	100	100	100.00%	0.00%	93.00%
Filipino	--	--	--	--	
Hispanic or Latino	29	29	100.00%	0.00%	51.72%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	171	168	98.25%	1.75%	80.95%
Two or More Races	15	15	100.00%	0.00%	86.67%
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	32.26%
English Learners	45	44	97.78%	2.22%	68.18%
Students with Disabilities	58	55	94.83%	5.17%	54.55%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/7/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.60%	34.10%	43.50%

Note: 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.

Last updated: 1/8/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

We strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff who meet regularly to discuss the best ways to support our students and community. The PTA meets monthly and provides support for many school programs and activities. Our Dads' Club encourages and facilitates the participation of parents on campus, and welcomes any family members to events. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for schoolwide events.

Our school principal offers monthly "behind the scene" tours for parents to see how we are creating a culture of thinking and teaching the CA State Standards in meaningful ways. Parents have the opportunity to attend a meeting with the principal focused on each grade level to support their understanding of our character education programs and how to continue to learn how best to support their child at each step of their elementary school journey. Additionally, our district and school provide Parent Nights for families to attend to learn about current issues and

We value our collaboration with our parent community to best the needs of each and every student and family.

Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward people and learning is evident upon entering our school. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasize the development of character and citizenship.

Students follow the 8 Keys of Excellence in all school settings and know that these are the expectations in how we learn, interact with one another, and play on the playground. Site principal has assemblies throughout the year to go over school-wide expectations to set up students for success.

We have implemented school-wide playground game expectations and maintain adult supervision during recess and lunch. Children are rewarded for good behavior with Key Notes and Eagle Tender which can be exchanged for rewards in our "Eagle's Nest" store. In addition, students in each class are recognized each month as an Ashley Falls Star Student. Teachers recognize students for exhibiting one of the 8 Keys or for persevering or showing growth in a particular area. We hold monthly assemblies to learn about the 8 Keys where the principal and student leadership groups lead the school through learning about each of the Keys. Students know that at Ashley Falls we value one another and that we make sure that our actions match our values.

State Priority: Pupil Engagement

Last updated: 1/7/2020

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

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

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.40%	0.20%	0.20%	0.50%	0.30%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Our school is a safe and clean environment that is conducive to meaningful learning. A comprehensive safety plan 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. 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, and each classroom is equipped with a backpack containing emergency supplies.

Our school complies with district safety and security procedures. The school plant manager makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards enable students to cross streets safely. Staff members supervise students 15 minutes prior to the start of school, at each recess and lunch period, and for 15 minutes after school. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. Our visitor management system, RAPTOR, monitors all visitors by scanning their license. All school district personnel, including district office staff, wear picture identification badges for security purposes.

Ashley Falls' comprehensive school safety plan was reviewed and updated in the winter of 2018-2019. The plan was shared with, and approved by, the School Site Council on January 25, 2018. Goals in the safety plan included ensuring that all students and staff had a clear understanding of their roles and responsibilities and practiced and knew what to do in case of emergency where we could not go back into the building. Another goal was training staff on Options Based Response in case of an active shooter event.

Last updated: 1/7/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3		
1	20.00	3		
2	19.00	3		
3	22.00		3	
4	20.00	3		
5	28.00		3	
6	22.00	1	3	
Other**	9.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	2	1	
1	19.00	4		
2	23.00		3	
3	22.00		3	
4	22.00	1	2	
5	22.00	1	3	
6	28.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	20.00	2	1	
2	21.00		3	
3	19.00	2	3	
4	25.00		3	
5	27.00		3	
6	27.00		3	
Other**	9.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.59
Psychologist	0.73
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.57
Other	

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

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13164.00	\$3133.00	\$10030.00	\$90903.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	2.95%	-0.12%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	33.62%	17.11%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

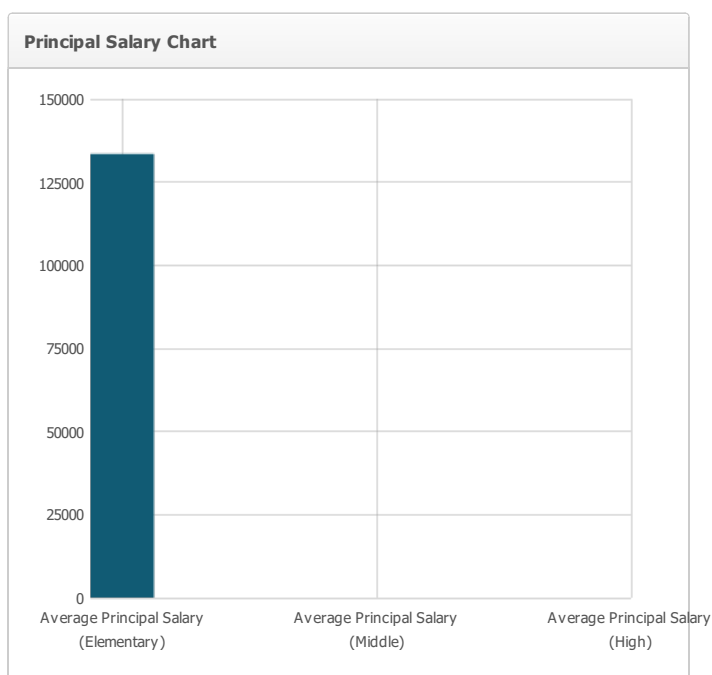
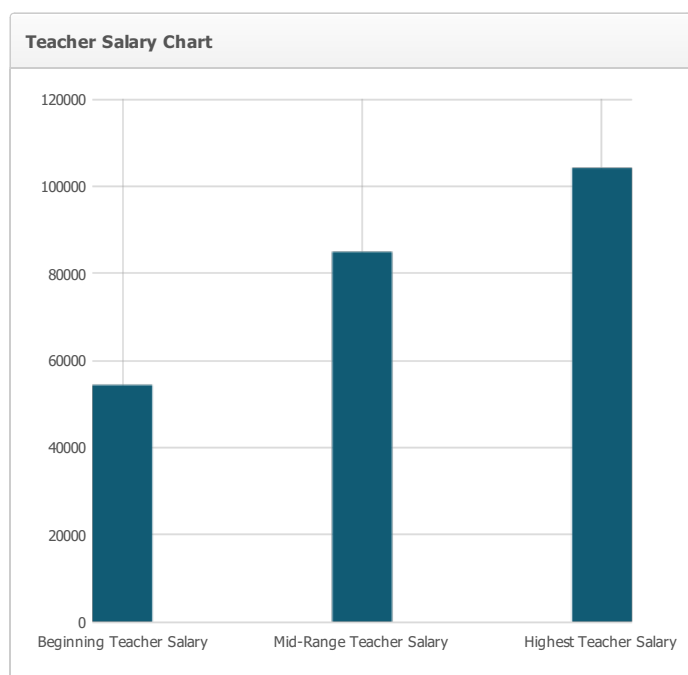
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's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

Last updated: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,333	\$49,378
Mid-Range Teacher Salary	\$84,910	\$77,190
Highest Teacher Salary	\$104,185	\$96,607
Average Principal Salary (Elementary)	\$133,477	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	44.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/7/2020

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.

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Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Last updated: 1/17/2020