

Ashley Falls Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Ashley Falls Elementary School
Street	13030 Ashley Falls Dr.
City, State, Zip	San Diego, CA 92130
Phone Number	(858) 259-7812
Principal	Casey Lange
Email Address	clange@dmusd.org
Website	http://www.dmusd.org/af
County-District-School (CDS) Code	37 68056 6115620

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Del Mar Union Elementary School District
Phone Number	(858) 755-9301
Superintendent	Dr. Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	www.dmusd.org

School Description and Mission Statement (School Year 2020-2021)

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 fifteen years of educational experience, and this is his first year at Ashley Falls. Before joining the Ashley Falls community, he taught for eight years, was an assistant principal for two years, and was a principal for four years, one year in San Diego, and three years in Beaverton, Oregon.

Shared decision-making is important to ensure that the vision of our school district and our school are supported and developed by all stakeholders. We ensure that all voices are heard in our school through the work of several site leadership teams. The School Site Council consists of both classified staff and certificated staff, as well as parents, and meets four times each year. The committee assists in the development of the School Plan for Student Achievement, establishes the budget in accordance with the School Plan for Student Achievement, approves expenditures, and takes on the roles and responsibilities of our English Language Advisory Committee. Our school-based leadership team meets every month to provide input for improvement, make decisions regarding school issues, and collaborate to solve issues that arise. 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. Our shared vision and mission is to make decisions that are in the best interest of our students.

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 around 530 (330 in-person this year and 200 attending our Launch Program) represents many different ethnic groups and languages. The culturally and linguistically diverse setting yields exemplary students who feel welcome and valued and creates 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, 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 developing a fully-inclusive school community, forming a strong academic core with a focus on 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, as 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.

We know that our students need to be good citizens, create strong and meaningful relationships, and be kind to others. We use the 8 Keys of Excellence and Second Step curriculum, and are partnering with the Anti-Defamation League and No Place for Hate, as part of our school's multi-faceted approach to character development. These avenues guide our students toward a positive future full of empathy, compassion, acceptance, confidence, motivation, creativity, teamwork, leadership, and valuable life principles. The 8 Keys build 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. And, our work with ADL and No Place for Hate serves as a vehicle to eliminate bias and hate in our school, provide students tools to handle bias and hate when seen, and to create a culture in which everyone is welcome!

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, art, music, and physical education. Additionally, the concepts of design thinking and engineering are woven throughout 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. Although different this year because of the current health requirements, parent involvement is present daily in classrooms and through work of 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

In the fall of 2020, our school has continued to grow and evolve. We are proud to have started one of two Second Language Immersion Programs within DMUSD. This year we began our program with one kindergarten class that serves eighteen students, with plans to grow by beginning a first-grade SLIP cohort next year. The program has been inspiring! Our Ashley Falls students are on their way to become bi-literate, and we are excited about our future efforts to grow the program into a K-6 model. Our World Language Committee will meet four times this year to continuously evaluate the program, gather input on necessary modifications, and refine our work as we grow.

Our multifaceted educational program provides opportunities for students to experience art, integration specialist, science, and physical education as extensions of the classroom. Recently, we evaluated 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 on content and felt they learned more than in our previous structures. In previous years, students also had opportunities to participate in a variety of lunch clubs which extend their learning and opens them up to new ideas. Some of our lunch clubs included: Athletics, 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. We look forward to continuing these club options once the current COVID-related constraints are removed.

A school-wide commitment to understanding and implementing the teaching methodology of Cognitively Guided Instruction (CGI) continue 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 our students are fearless mathematicians and can easily approach any problem with confidence and accuracy.

In the 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

Ashley Falls will continue to create 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 to choose 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 K-6 classrooms, student thinking is apparent, notated, and celebrated in our learning environments.

The Ashley Falls staff has continued to increase their understanding and application of the Essential Elements of Instruction. Staff continues 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 have 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 non-fiction 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	70
Grade 1	66
Grade 2	63
Grade 3	79
Grade 4	78
Grade 5	75
Grade 6	83
Total Enrollment	514

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	35.8
Filipino	1.8
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.2
White	48.4
Two or More Races	4.1
Socioeconomically Disadvantaged	7.8
English Learners	7.8
Students with Disabilities	13.6
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	30	36.8	284
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK P.E., Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6 Site-Based	Yes	0.00%

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 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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/18/2020

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 Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	81	N/A	84	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	58	N/A	73	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Because of the current COVID-19 constraints, parent volunteer options have changed slightly for the 2020-21 school year. Regardless of the restrictions in place, we strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff who meet virtually four times a year to discuss the best ways to support our students and community. The PTA meets virtually each month and provides support for many school programs and activities. Currently, parents are welcome to participate in their children’s education by serving as "virtual" volunteers in classrooms or for schoolwide events. We know that the success of our students is dependent upon shared commitment, and a strong partnership between home and school.

Our school principal hosts monthly principal coffees for both our in-person and Launch families where current events, topics of interest, and school-wide goals are discussed. The school principal sends a weekly flyer called the Community Connection that keeps all families informed of current events at the school. Families have an opportunity to follow the school on a variety of social media platforms. Additionally, our district and schools provide Parent Nights for families to attend to learn about current issues.

Discipline – Most Recent Year

A friendly, loving, empathetic, 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 undesired behavior is to maintain programs that challenge students' academic interests and emphasize the development of character and citizenship. We also believe in a constructive approach when students are not meeting expectations. It is essential for students to be able to identify the problem they have created, understand the impact of their decision, and then develop a solution. The adult's role in this process is to foster the learning by helping the student to fix the current problem and then teach replacement behaviors that can be used.

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. The site principal is continuously visible throughout all areas of the school. He makes classroom visits, spends time with students outside at recess and lunch, and shares videos 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 (in a standard non-covid year) can be exchanged for rewards in our, "Eagle's Nest" store.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.2	0.3	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 January of 2021. The plan was shared with and approved by, the School Site Council on January 15th, 2021. 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 an emergency in the event we could not go back into the building. In this unique year, our other goal revolves around safety protocols and measures that will allow our school to remain open for students choosing to attend in person.

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)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	2	1		22		3		23		3	
1	19	4			20	2	1		22		3	
2	23		3		21		3		20	2	1	
3	22		3		19	2	3		20	3	1	
4	22	1	2		25		3		24		3	
5	22	1	3		27		3		24		3	
6	28		3		27		3		27		3	
Other**					9	1			7	2		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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)	0.50
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	1.50
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13282	3142	10140	89842
District	N/A	N/A	10532	\$90,187
Percent Difference - School Site and District	N/A	N/A	-3.8	-0.4
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	26.7	10.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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 School 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,012	\$50,574
Mid-Range Teacher Salary	\$85,971	\$76,649
Highest Teacher Salary	\$106,487	\$98,993
Average Principal Salary (Elementary)	\$132,077	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$245,000	\$193,925
Percent of Budget for Teacher Salaries	43.0	34.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	3.7

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 the Del Mar Union School District. While professional learning continues to be a priority for DMUSD, the average number of days for each teacher has reduced in response COVID-19 pandemic.