



**SCHOOL ACCOUNTABILITY REPORT CARD**  
**PUBLISHED DURING SCHOOL YEAR 2004/2005**  
**(DATA COMPILED DURING 2003/2004\*)**

**DEL MAR UNION SCHOOL DISTRICT**

225 9<sup>TH</sup> STREET, DEL MAR CALIFORNIA 92014 • SUPERINTENDENT: THOMAS F. BISHOP  
 Board of Trustees: President, Janet Lamborghini • Clerk, Peggy Yamamoto • Linda Crawford • Annette Easton • Barbara Myers

**\*Notes regarding the source and currency of data:**

*Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003/2004 school year or from the two preceding years (2001/2002 and 2002/2003). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002/2003.*

School Information		District Information	
<b>School Name</b>	Ashley Falls School	<b>District Name</b>	Del Mar Union School District
<b>Principal</b>	Pamela Donovan	<b>Superintendent</b>	Thomas F. Bishop
<b>Street</b>	13030 Ashley Falls Drive	<b>Street</b>	225 9 <sup>th</sup> Street
<b>City, State, Zip</b>	San Diego, California 92130	<b>City, State, Zip</b>	Del Mar, California 92014
<b>Phone Number</b>	(858) 259-7812	<b>Phone Number</b>	(858) 755-9301
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<b>Web Site</b>	<a href="http://www.delmarschools.com/falls">www.delmarschools.com/falls</a>	<b>Web Site</b>	<a href="http://www.delmarschools.com">www.delmarschools.com</a>
<b>Email Address</b>	<a href="mailto:donovanp@sdcoe.k12.ca.us">donovanp@sdcoe.k12.ca.us</a>	<b>Email Address</b>	<a href="mailto:marthacox@sdcoe.k12.ca.us">marthacox@sdcoe.k12.ca.us</a>
<b>CDS Code</b>	37-68056-6115620	<b>SARC Contact</b>	Martha Cox, Exec. Asst. to the Supt.

**MESSAGE FROM THE PRINCIPAL, PAMELA DONOVAN**

Proposition 98 was an initiative that was passed by California voters in 1988, which established the School Accountability Report Card. The report card, to be issued annually by local boards from each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes and the areas of focus for the school. Items relating to the quality of the schools' instructional program are assessed in this report card.

As you read this Report Card, I believe you will find evidence of:

- A school with a strong commitment to academic excellence and the education of the total child
- A staff dedicated to meeting the learning needs of students
- A student body which is motivated to perform well

We are proud of student achievement at Ashley Falls and know that our students will continue to **"Soar to Success!"** We are also proud that our students are well rounded. They are involved in extra curricular programs, sports, community service projects, fine arts and more. To learn more about our school, feel free to call and make an appointment for a tour!

## SCHOOL DESCRIPTION AND MISSION STATEMENT

**Ashley Falls School** is committed to the development of the total child. Therefore, **our multi-faceted program** provides opportunities to experience art, literature, music, technology, science, and physical education, as extensions of the classroom. Our Extended Studies Program was recognized by the California Department of Education Compliance Review as exemplary and recommended throughout the state as a model program by the Governor's office.



We are particularly proud of our ability to develop unique programs, which address current educational issues in order to provide students with the skills needed to become productive citizens in today's rapidly changing society. These programs include:

- **Technology:** News Crew-Eagle Eye News, Techie Club
- **Science:** Zoo Crew, Science Field Day, Future Science and Engineers of America Club, Family Science Nights and Fairs
- **Music:** Choir, Band
- **Student Council:** Spirit Days, Primary Lunch Helpers, Service Learning Projects
- **Lunch Clubs:** Monopoly Monday, School Sleuths, Newsletter Club, etc.
- **Tutorials:** Before and after school
- **Character Counts**
- **Peaceful Playgrounds**

Students are provided with additional opportunities to extend and enhance their learning through a variety of events and programs. Approximately 11% of our students receive Special Education services. Students who are English Language Learners are provided with learning activities that are consistent with local, state and federal mandates.

### Mission Statement

The mission of Ashley Falls Elementary School is to provide each child with a nurturing environment and an academically challenging curriculum that promotes:

- Life-long learning
- Creative and critical thinking
- Personal academic achievement
- Appreciation for individual differences
- Responsible citizenship in a democratic society



### District Strategic Plan

In June 1999, the Board of Trustees approved a five-year Strategic Plan, which identified the top District goals for 1999-2004. These goals include:

- Program improvement
- Additional staff development
- Improved technology use/access
- Development of additional funding source/reduction in transportation expenses
- Development of a facility master plan for new construction and modernization

During the 2004/2005 school year, the District Strategic Plan will be updated to reflect areas that have been successfully implemented since 1999 and to add additional goals for Character Education and Government Relations. A copy of the DMUSD Strategic Plan is available at the Ashley Falls School office or the District website at [www.delmarschools.com](http://www.delmarschools.com). Click on “Strategic Plan”.

### **Site Strategic Plan**

In October of 2001, a team of staff and parents identified the strengths and areas of focus for Ashley Falls School. This group analyzed future needs and developed specific objectives for Ashley Falls. These objectives were developed into five working Action Plans that will be carried out over the next 3-5 years.

In the Spring of 2002, the Ashley Falls Strategic Planning Team members unanimously approved Action Plans for the following goals:

**Curriculum:** Define and align our K-6 curriculum with the state standards and integrate the arts and technology

**Social Climate:** Implement a program that respects individual differences and positively impacts behavior inside and outside of the classroom

**Community Service:** Implement integrated, student-driven community service projects promoting understanding and appreciation of our diverse world

**Academic Needs:** Maximize the use of all resources to ensure a student learning environment that effectively addresses all academic abilities

**Collaboration:** Establish consistent teacher collaboration time to enhance student learning

A copy of the Ashley Falls Strategic Plan (with the detailed objectives for each goal area) is available at the Ashley Falls School office and online at the school website at [www.delmarschools.com/falls](http://www.delmarschools.com/falls), then click on “Strategic Plan”.

## **OPPORTUNITIES FOR PARENTAL AND COMMUNITY INVOLVEMENT**

<b>Contact Person Name</b>	<i>Pamela Donovan/Julie Geisbauer</i>	<b>Contact Person Phone Number</b>	<i>(858) 259-7812</i>
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Ashley Falls School strongly supports community involvement through:

- **The School Site Council** – an elected group composed of parents and staff, which meets monthly to study the effectiveness of curriculum and instruction
- **The PTA** – which meets monthly and provides support for school programs and activities
- **Parents** – who are welcome to participate in their child’s education by serving as volunteers in the school
- **Students** – whose involvement in their community and environment is encouraged to benefit charities such as, San Diego Zoo’s CRES Program, Make-A-Wish Foundation, Casa de Amparo, and various food banks
- **Local Businesses** - which support district students and programs
- **Dad’s Club** – provides support for school programs and activities
- **Del Mar Schools Education Foundation** – financially supports our Extended Studies Curriculum and individual school needs
- **Study Buddies** – High school students support academic and social growth of students

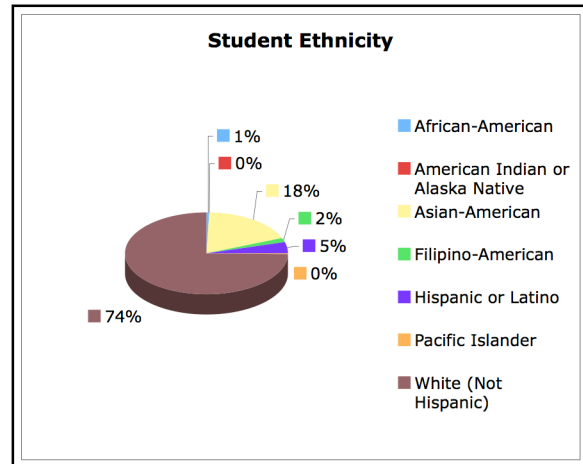
## I. DEMOGRAPHIC INFORMATION

### Student Enrollment, by Grade Level

Grade Level	Enrollment (10/1/2003)	Enrollment (10/6/2004)
Kindergarten	93	93
Grade 1	108	100
Grade 2	79	116
Grade 3	98	80
Grade 4	123	100
Grade 5	115	131
Grade 6	112	107
<b>Total Enrollment</b>	<b>728</b>	<b>727</b>

### Student Enrollment (10/6/2004), by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.



## II. SCHOOL SAFETY AND CLIMATE FOR LEARNING

### School Facility and School Safety

Review of Safety Plan	Continuous	Discussions with Staff	Continuous
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Ashley Falls School is a modern, "state of the art" complex with a safe, clean environment that is conducive to productive learning. Ashley Falls opened to students in 1998 with 32 regular education classrooms and a student enrollment of 560 students. The facility at its opening also included a library, computer lab, science lab, administration building, multi-purpose room and student lunch court. Ashley Falls School was designed to create an optimal learning environment that accommodates the educational needs of all our students. In 2000, ten additional classrooms were added to accommodate increasing student enrollment. Currently, Ashley Falls is configured for thirty-three regular education classrooms, six special education support programs, literacy rooms, music, drama, library, computer lab, art, and the science lab.

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Ashley Falls staff members serve on a site safety committee, which reports to, and works with, the district safety committee. Safety inspections of all buildings that comprise the Ashley Falls campus, which include all classrooms, administrative/support offices, rooms housing the enrichment programs mentioned above, custodial/maintenance rooms and after-school child care, are conducted on a regular schedule. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies or contingencies. Regularly scheduled fire and disaster

drills are conducted. Each classroom is equipped with a backpack containing emergency supplies provided by the PTA. A full-time registered nurse is available to students in the district, and the health office is staffed with a health technician for six (6) hours per day. Our adult crossing guards and School Safety Patrol enable students to cross Ashley Falls Drive safely.

Ashley Falls School complies with district safety and security procedures. All visitors to the campus must check-in at the school office, secure a visitor badge, and wear it while on campus until they check out at the school office. All school district personnel, including district office staff, wear picture identification badges each and every workday for security purposes. In addition, the school custodian makes a visual inspection of the school campus every morning before students arrive.

Because student safety is of concern to Ashley Falls staff and parents, staff members provide supervision for students 15 minutes prior to the start of school and 15 minutes following dismissal every school day. In addition, the District operates fee-based after-school child care and enrichment classes for working parents.

Our custodial staff, consisting of one daytime custodian and one evening custodian, performs cleaning operations throughout the school, according to an established cleaning schedule, which ensures all classrooms are thoroughly vacuumed three times per week, restrooms and health rooms are cleaned daily, and rooms for support programs, including school offices, are cleaned two times per week. 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 to keep all facilities in 100% 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 through an electronic e-work request procedure that documents and prioritizes maintenance work requests and timelines of completion.

### **School Programs and Practices that Promote a Positive Learning Environment**

A friendly, positive and enthusiastic attitude toward people and learning is evident upon entering Ashley Falls School. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs which challenge students' academic interests and emphasize the development of character and citizenship. In our Strategic Plan, the Social Climate goal states that we *will implement a program that respects individual differences and positively impacts behavior inside and outside of the classroom*. We reward positive behavior with the Good Egg and Character Counts awards. Through the Morning Meeting program, every classroom teacher focuses on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Ashley Falls is participating in the character-building program, Character Counts, which is in its second year of implementation at Ashley Falls School and first year districtwide. Character Counts is designed to strengthen the character of young people through promotion of the six *Pillars of Character*: trustworthiness, respect, responsibility, fairness, caring and citizenship. To maintain a positive, safe, active playground environment, we have implemented the Peaceful Playground program campus wide.

### **Suspensions and Expulsions**

*The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.*

	School			District		
	2002	2003	2004	2002	2003	2004
Suspensions (number)	0	2	3	5	18	31
Suspensions (rate)	0	.2%	.4%	.15%	.5%	.88%
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0	0	0	0	0	0

### III. ACADEMIC DATA

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and a norm-referenced test (NRT), which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations, in addition to the data presented here.

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

#### CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard):

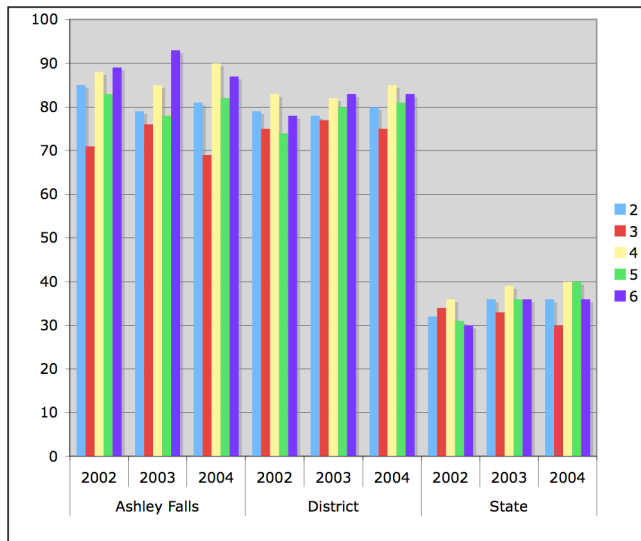
Grade Level	Ashley Falls			Del Mar District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	85	79	81	79	78	80	32	36	36
3	71	76	69	75	77	75	34	33	30
4	88	85	90	83	82	85	36	39	40
5	83	78	82	74	80	81	31	36	40
6	89	93	87	78	83	83	30	36	36

#### CST - Mathematics

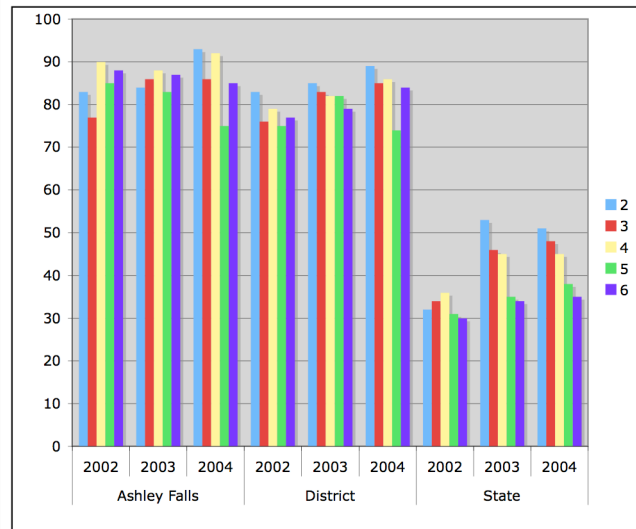
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard):

Grade Level	Ashley Falls			Del Mar District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
2	83	84	93	83	85	89	32	53	51
3	77	86	86	76	83	85	34	46	48
4	90	88	92	79	82	86	36	45	45
5	85	83	75	75	82	74	31	35	38
6	88	87	85	77	79	84	30	34	35

CST – Reading (Graph of Data Above)



CST – Mathematics (Graph of Data Above)



### Norm-Referenced Test -NRT

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2002, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level and student subgroups can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### Norm-Referenced Test - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Ashley Falls			Del Mar District			State		
	*2002	+2003	+2004	*2002	+2003	+2004	*2002	+2003	+2004
2	85	83	85	84	83	84	52	46	47
3	80	80	72	81	78	77	47	34	35
4	91	75	82	87	78	79	50	35	35
5	86	74	80	83	81	83	46	41	40
6	90	89	88	86	83	86	49	45	46

### Norm-Referenced Test - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Ashley Falls			Del Mar District			State		
	*2002	+2003	+2004	*2002	+2003	+2004	*2002	+2003	+2004
2	88	87	91	88	87	90	62	57	58
3	88	88	87	88	86	89	64	52	53
4	91	89	88	87	85	85	58	48	49
5	92	89	86	80	92	88	58	49	50
6	93	93	94	90	88	91	62	51	53

\*Stanford Achievement Test-9

+California Achievement Test-6

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### California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Ashley Falls			Del Mar District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	33.6%	31.9%	34.8%	49.9%	60.2%	40.0%	24.8%	26.7%	22.9%

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### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about

the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations.

### School Wide API

	API Base Data		
	2002	2003	2004
<b>Base API Score</b>	921	932	933
<b>Statewide Rank</b>	10	10	10
<b>Similar Schools Rank</b>	9	8	6

### State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by the report. Therefore, there are currently no data available to report.

	Awards/Interventions		
	2002	2003	2004
<b>Eligible for Governor's Performance Award</b>	n/a	n/a	n/a
<b>Identified for Program Improvement</b>	No	No	No

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive comparison data for schools in the Del Mar School District, showing more information on AYP data.

	Adequate Yearly Progress (AYP) Ashley Falls			Adequate Yearly Progress (AYP) District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	n/a	yes	yes	n/a	yes	yes

## V. CLASS SIZE

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS

Grade Level	2002				2003				2004			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
<b>K</b>	18.33	6			18.6	5			18.6	5		
<b>1</b>	19.75	4			18	6			20	5		
<b>2</b>	19	5			19.75	4			19.33	6		
<b>3</b>	19.83	5			19.6	5			20	4		
<b>4</b>	28.75		4		24.6		5		25		4	
<b>5</b>	28.75		4		28.75		4		26.2		5	
<b>6</b>	29		4		28		4		26.8		4	
<b>K-3</b>	19.22				18.9				19.48			
<b>3-4</b>	24.29				22.1				22.5			
<b>4-8</b>	28.83				26.92				26			

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2002	2003	2004
<b>K</b>	100%	100%	100%
<b>1</b>	100%	100%	100%
<b>2</b>	100%	100%	100%
<b>3</b>	100%	100%	100%

## VI. TEACHER AND STAFF INFORMATION

The Del Mar Union School District recognizes that student learning and achievement begins with the hiring and placement of outstanding teachers in grade level classrooms and site enrichment programs. Teachers districtwide are assigned to grade levels based on the needs of the district and teacher interest.

As of October 6, 2004, there were 221 teachers employed in the Del Mar Union School District who filled 209.27 teaching assignments, in regular education classrooms, instructional support programs and special education.

In addition, the District employs a Superintendent, an Assistant Superintendent of Curriculum and Instruction, a Director of Pupil Services, a Director of Technology, and a Director of Human Resources/Facilities, who bring an average of 33.4 years of educational experience to their administrative roles in the District. In addition, the District employs six principals, who have an average of 20.8 years of educational experience, and two assistant principals at the District's two largest schools, Ashley Falls and Torrey Hills.

The teaching staff at Ashley Falls is highly educated and experienced. All teachers at Ashley Falls School are fully credentialed with an average of 11.06 years of teaching experience. The following chart will provide more at-a-glance information about the education level of the Ashley Falls' teaching staff:

### Teacher Education Level (reported as percentages)

	Ashley Falls	District
Doctorate	0%	0
Master's Degree plus 30 or more semester hours	40%	32%
Master's Degree	20%	9%
Bachelor's Degree plus 30 or more semester hour	35.5%	50%
Bachelor's Degree	4.4%	8%

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	0
Librarian	0
Psychologist	1
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1.6

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Number of Teachers</b>	<b>40</b>	<b>43</b>	<b>43</b>
<b>Full Credential</b> (full credential and teaching in subject area)	<b>39</b>	<b>43</b>	<b>43</b>
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	<b>0</b>	<b>0</b>	<b>0</b>
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-interns and Emergency Permits)	<b>1</b>	<b>0</b>	<b>0</b>
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	<b>0</b>	<b>0</b>	<b>0</b>

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Ashley Falls	District
<b>This School</b>	<b>10.8%</b>	<b>-</b>
<b>All Schools in the District</b>	<b>-</b>	<b>6.79%</b>

As of October 6, 2004, 89.2% of Ashley Falls teachers have met the NCLB requirement, and the remaining teachers who have an average of 8 years teaching experience, are awaiting final certification in order to be designated “highly qualified” by the end of the school year. To learn more about the individual educational backgrounds of the principal and teaching staff, parents are encouraged to visit the schools’ webpage at [www.delmarschools.com/ashley](http://www.delmarschools.com/ashley). Click on “Principal’s Message,” then “Principal’s Bio”. For teachers, click on “Teacher Web Pages”, select the teacher, and click on “Bio”.

**Teacher Misassignments**

*Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

	2002	2003	2004
Misassignments of Teachers of English Learners	--	--	0
Total Teacher Misassignments	--	--	0

**Teacher Evaluations**

New district teachers are evaluated annually for the first three years of their employment. Upon reaching tenure, teachers are evaluated every other year. Teachers are evaluated according to professional teaching standards, state evaluation guidelines, governing board policies, and procedures specified in the teacher’s association contract and outlined in the Del Mar School District Certificated Employee Handbook. Evaluations are based on formal and informal classroom observations, completion of the teachers’ annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by the site principal, who then forwards the evaluation documents to the Director of Personnel and the Superintendent for review. Evaluations are then filed in the employee’s personnel file.

Teachers are provided assistance in formulating and implementing professional development plans. Peer and administrative support is ongoing.

**Substitute Teachers**

The Del Mar Union School District belongs to a consortium, administered by the neighboring Encinitas School District, to secure substitute teachers when absences occur. To date, Ashley Falls School has experienced no difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

**VII. CURRICULUM AND INSTRUCTION**

**School Instruction and Leadership**

The quality of instruction and leadership at Ashley Falls School is excellent due to a cooperative effort of the entire staff, as headed by the principal, who has 12 years of educational experience, three in the Del Mar district, and an assistant principal with 8 years of educational experience. Both administrators hold master’s degrees.

Shared decision-making takes place through weekly staff and teacher-team meetings, along with monthly instructional aide staff and School Site Council meetings. In addition, Ashley Falls has a detailed Site Strategic Plan that is updated annually.

Curriculum is developed and appropriately aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs.

In the school's most recent state review for legal compliance, our school was rated in full compliance and awarded six commendations.

### **Professional Development**

The Del Mar Union School District utilizes a variety of sources to provide staff development and teacher collaboration time for new and veteran teachers. The District uses a time-banking schedule that incorporates minimum day dismissal for students on Wednesdays which provides time for grade level team planning and collaboration for standards-based instruction, time for classroom teacher's and enrichment specialist's planning and collaboration, time for district grade level team meetings to share instructional strategies and best practices, time for beginning teacher mentoring, and time for subject area staff development conducted by educational consultants or district staff literacy/specialist coaches.

In accordance with the State Department of Education guidelines, the Del Mar Union School District has developed a master plan for curriculum improvement and staff development. Annual school goals and an inservice plan are developed by the staff and reviewed by the School Site Council and the Board of Trustees. The district encourages the ongoing professional growth of its faculty. There are three teacher inservice days scheduled during the school year.

The 2004/2005 District staff development program will continue with a focus on improving literacy. Planned in-services include, but are not limited to:

- Implementation of Houghton-Mifflin Reading
- Brain-based Strategies to Increase Reading Comprehension
- Differentiating Standards-Based Instruction in the Mixed-Ability Classroom
- Six Traits Writing Model
- Teaching English Language Development in Houghton-Mifflin Reading
- Teaching Everyday Mathematics in the Standards-based Classroom
- Teaching Earth Science in the Standards-based Classroom
- Implementation of the District Curriculum Maps

Additionally, there will be a continued emphasis on the use of data to inform instruction and the use of technology as a tool to extend and enrich student learning.

An effective process for staff development and curriculum improvement supports the school goals. This year's District and site staff development program focus on the above goals.

### **Quality and Currency of Textbooks and Other Instructional Materials**

The Del Mar Union School District uses the state's seven-year cycle process to review and adopt curriculum materials aligned to the state content standards. Teachers and parents are an integral part of the selection process. Materials are sufficient in number to support all instructional programs.

Over the last several years the District has purchased a K-6 mathematics program, a K-6 writing program, a K-6 program for English language development, K-6 science programs, a Gr. 1-6 spelling program, and a K-6 social studies program. In the spring of 2003, a new K-3 English/Language Arts program was adopted.

**Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

*The availability of sufficient state-adopted (grades K-8) and standards-aligned (grade K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of reading/language arts, mathematics, science, and history-social science.*

Core Curriculum Areas	Availability of Textbooks/Materials
<b>Reading/Language Arts</b>	<i>Reading, Spelling and Writing</i> Houghton Mifflin
<b>Mathematics</b>	K-4 <i>Everyday Math</i> - McGraw-Hill 5-6 <i>Applications and Connections</i> - Glencoe/McGraw-Hill
<b>Science</b>	K-5 <i>Science</i> - Harcourt 6 Holt, Rinehart, Winston Series
<b>History/Social Science</b>	Harcourt Series
<b>Health</b>	<i>Here's Looking at You</i> and <i>SPARK P.E.</i>
<b>English Language Learners</b>	<i>Introduction to English</i> - Hampton-Brown

Students at Ashley Falls School have access to a variety of instructional materials, including; science lab equipment, computer lab equipment, classroom computers, music and art equipment and supplies, audio visual digital equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulatives, and instructional materials for skill re-teaching and acceleration.

**Instructional Minutes**

*The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.*

**Annual Instructional Minutes in Various Subjects**

*Teachers in Del Mar schools incorporate many research-based instructional strategies, which integrate the curriculum throughout the instructional day. Students receive daily comprehensive instruction in Reading/Language Arts; Writing; Mathematics; History/Social Science, as well as instruction in Art, Music, Technology, and Enriched Science.*

Grade Level	Instructional Minutes	
	Offered in DMUSD Schools	State Requirement
<b>K</b>	49,950	36,000
<b>1</b>	54,675	50,400
<b>2</b>	54,675	50,400
<b>3</b>	54,675	50,400
<b>4</b>	54,675	54,000
<b>5</b>	54,675	54,000
<b>6</b>	54,675	54,000

## Total Number of Minimum Days

For the 2004/2005 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a “time banking” schedule to create time for important staff development activities. With the time banking schedule, weekly instructional minutes are re-organized so that on four days each week, students have more instructional minutes. This creates less instructional minutes needed on day five. However, the overall total of instructional minutes remains the same. Every Wednesday is a “time banked” day for students, with school hours from 8:00 – 12:30 p.m. Additionally, there are ten scheduled minimum days used for fall and spring parent-student and teacher conferences.

## **X. FISCAL AND EXPENDITURE DATA**

### **Average Salaries (Fiscal Year 2002-2003)**

*Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.*

	<b>District</b>	<b>State</b>
<b>Beginning Teacher Salary</b>	34,389	35,949
<b>Mid-Range Teacher Salary</b>	62,110	55,680
<b>Highest Teacher Salary</b>	74,188	69,175
<b>Average Principal Salary</b>	99,038	85,767
<b>Superintendent Salary</b>	138,100	118,606
<b>Percentage of Budget for Teachers' Salaries</b>	46.2%	42.5%
<b>Percentage of Budget for Administrative Payrolls</b>	4.9%	5.9%

### **Expenditures (Fiscal Year 2002-2003)**

<b>District</b>		<b>State Average For Districts In Same Category</b>	<b>State Average All Districts</b>
<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>
<b>\$24,375,888</b>	\$7,516	\$6,542	\$6,822

### **Types of Services Funded**

In addition to information elsewhere in this document about our multi-faceted program, there are additional services available, such as those indicated below:

#### **Student Support Services**

The Del Mar Union School District provides a variety of support services. The school psychologist provides consultation to school personnel who have concerns regarding their students' welfare. The school psychologist also provides small group counseling for such issues as self-esteem, social skills, behavioral issues, divorce or other traumatic events. The district also provides a series of speakers who provide programs on a variety of parenting topics.

**Ashley Falls** has a student study team, which uses a problem solving process to provide modifications/accommodations in support of teachers and students. The District is also proactive in evaluating students with suspected disabilities and in providing a full range of special education levels of service.

### **Preventative Intervention Programs**

The staff of **Ashley Falls School** takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. Our philosophy is to intervene as early as possible to prevent or decrease the likelihood of a problematic situation from arising. Preventative intervention programs are integrated throughout all levels of our school environment and include such strategies as small group counseling; crisis counseling; parent education evenings; effective classroom instruction; in-servicing of teachers, aides, parents, and community; and special education outreach to all community preschools.

## ***For More Information***



Parents and community members are encouraged to visit the District website at [www.delmarschools.com](http://www.delmarschools.com) for more information about the District and its programs. Parents and community members are specifically encouraged to visit the Ashley Falls School homepage which can be bookmarked directly at [www.delmarschools.com/falls](http://www.delmarschools.com/falls) for more information about site programs, schedules, events, teacher web pages, and links to other information of interest to the school community. In addition, feel free to contact the school directly for more information at (858) 259-7812.