

**Del Mar Union School District**  
**Ashley Falls School**  
**Single Plan for Student Achievement**  
**2020-2021**

Date Approved by School Site Council:

Date Approved by District Board of Trustees:

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## School Profile

Ashley Falls School opened its doors for students in August 1998 for students in Kindergarten through Sixth Grade. The beautiful campus is located amidst expansive home developments and is adjacent to a community park. The student population of 520 represents several different ethnic groups and multiple languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued. At Ashley Falls we are committed to creating a culture of thinking, and a meaningful learning environment that maximizes the development of the whole child through academics and social-emotional wellness. At Ashley Falls we live our lives by the 8 Keys of Excellence: Integrity, Failure Leads to Success, Speak with Good Purpose, This is It, Commitment, Ownership, Flexibility, and Balance.

The Ashley Falls community of educators is united in their purpose of meeting the needs of every child, every day. We strive to create an extraordinary school experience where students, staff, and parents enjoy coming every day. The majority of Ashley Falls students begin school ready to learn and prepared for academic rigor, and the entire staff demonstrates a strong commitment to academic excellence. Student success is ensured through rigorous academic standards, the use of standards-based curriculum, and highly effective Professional Learning Communities. The continuous improvement in student performance is the result of ongoing professional development for all staff and the high-quality instruction provided every day for our students.

At Ashley Falls, the entire school community is also committed to providing an enriched, balanced educational experience for our students and igniting the personal genius within each child to empower them to advance our world. Our strong academic core, and high quality instruction, prepare students in reading, writing, and mathematics, and we also believe it is important to provide opportunities for student learning that extends beyond “the basics.” Students at Ashley Falls participate in STEAM+ classes in art, technology, science, integration specialist, and physical education. These weekly classes provide students with the opportunity to discover and develop strengths and talents that cross state standards and integrate disciplines, as well as apply their learning to real world problem solving.

The Ashley Falls community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parental involvement is present daily in classrooms (during a non-pandemic year), through work on site leadership committees, through the financial support of the PTA and Del Mar Schools Education Foundation, and by participation in many events and activities.

Ashley Falls is a dynamic, fun, engaging, student-centered learning environment. It is evident that the staff, students, parents, and community members are committed to excellence and work to ensure we are providing a setting where students thrive and develop socially, emotionally and academically. In spring of 2008, Ashley Falls School was recognized as a California Distinguished School by the State of California.

**Our Vision:**

**Unrelenting pursuit of the extraordinary school experience.**

**Our Mission:**

**To ignite genius and empower students to advance the world.**

**Belief Statement:**

**We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.**

**We believe:**

The school experience is built upon a strong academic foundation within a safe, secure environment.

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

In developing grit, perseverance, and a passion for learning.

In empowering students to be thinkers and change makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

Our students, as engaged citizens, will positively impact their community and the world.

## Three Levers

The Del Mar Union School District develops students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community. Three levers identify the means or agency of achieving this end.

- **Lever One:** Strong Academic Core and High-Quality Instruction  
The academic core is the foundation on which the school experience develops. It grounds the work and ensures students develop essential skills and competencies. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.
- **Lever Two:** Mastery of Skills that Matter Most  
We are in a constant, unrelenting and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.
- **Lever Three:** Environment  
The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

## Principles

- **Personalization:** Pedagogy, curriculum, and learning environments meet individual student's needs. The experience is tailored to learning preferences and the specific interests of specific learners.
- **Student Agency:** Agency is the capacity and propensity to take purposeful initiative. Students with agency do not respond passively to their circumstances; they seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives. Student choice and ownership of learning are manifested in the learning environment, subject matter, learning approach, and/or pace. Students use mistakes and setbacks as opportunities to grow. Research-based approaches connect teacher actions with student performance.
- **Design Thinking:** Design Thinking is a set of skills that prepares students to solve large, complex, cross-curricular, real-world problems by teaching them effective ways of learning and collaborating. It uses a process, made up of discrete stages, for creating innovative solutions. Students develop skills to solve problems confidently and creatively. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be - and to create desired outcomes that benefit the end user (the customer).
- **Collaboration:** Rather than competing to come up with a good idea, teams work collaboratively to gather information, synthesize, generate ideas, test, and iterate. Teams learn to share their thinking, get feedback, build on, and ultimately hold their own ideas loosely so as to be open to new ideas. Working with others allows students to tackle more complex problems, navigate team dynamics, and develop self-awareness.
- **Cultural Intelligence:** The capability to relate and work effectively across cultures. A combination of the insights, competencies, attitudes, and behaviors that enable students to assess culturally diverse experiences accurately, in order to engage effectively with the world around them.

**Del Mar Union School District  
District Design 2022  
“From – To”**

Strong Academic Core and High-Quality Instruction

**The academic core is the foundation on which the school experience develops. It grounds our work and ensures students develop essential skills and competencies.**

**High quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.**

FROM (2017)	➔	TO (2022)
Professional learning has focused on understanding academic content standards in reading, writing, and mathematics. Understanding of how to teach the standards according to a developmental continuum at appropriate levels of rigor for each child is in the initial stages. Beginning stages of understanding the Standards for English Language Development and Next Generation Science.		Deep understanding of the standards includes content knowledge and progression along an articulated continuum. Lessons are designed with entry points for every student and embed opportunities for student choice while ensuring appropriate levels of rigor.
The use of standards as the foundation for lesson design continues to develop. There is limited lesson design with a cross curricular focus. Some lessons lack a clear connection to standards and appear to be activity-based rather than standards-based.		Meaningful learning experiences are grounded in standards and inspire students to engage with the content and apply learning to real world situations and/or new contexts. Students have ample opportunity to create and think critically.
Much instruction focuses on student work products rather than the process of thinking and learning. Classroom environments tend to reflect static displays of student work products. The process of learning and student thinking continues to increase in visibility throughout our classrooms.		<p>Students have a deep understanding of subject matter through learning cognitive operations and key attributes of thinking for each operation.</p> <p>Students know how to carry out the thinking skills required when they initiate learning in response to inquiry, engage in meaningful tasks, and solve problems.</p> <p>There exists systematic, explicit attention to cognitive operations which results in deep understanding of subject matter.</p>
All teachers have received an overview of the Essential Elements of Instruction. Some teachers have participated as lead teachers for the purpose of deeper learning around each of the elements. Intentional use of the elements in every classroom is developing.		<p>Highly effective instructional practice is grounded in the intentional use of the Essential Elements of Instruction.</p> <p>The Essential Elements of Instruction are the instructional core: it's how we talk, it's what we do, it's universal; across the district.</p>

FROM (2017)	➔	TO (2022)
<p>All teachers have received an overview of the Essential Elements of Instruction. Some teachers have participated as lead teachers for the purpose of deeper learning around each of the elements. Intentional use of the elements in every classroom is developing.</p>		<p>Highly effective instructional practice is grounded in the intentional use of the Essential Elements of Instruction.</p> <p>The Essential Elements of Instruction are the instructional core: it's how we talk, it's what we do, it's universal; across the district.</p>
<p>Student learning is assessed according to traditional standardized tests, district benchmarks, classroom tests and quizzes, and one-size-fits-all projects and assignments. Student progress is reported using traditional report cards according to pre-established intervals. There is limited authentic feedback in the form of a narrative unique to each child's academic growth and social emotional development.</p>		<p>Student learning and assessment occurs routinely throughout the academic year according to a child's progress and growth along a developmental continuum. The progress is reported using a narrative, multiple examples of authentic student work that clearly illustrates growth, and current levels of performance toward mastery of academic standards and the skills that matter most. Standardized testing is used as one measure to ensure students continue to progress and perform at high levels.</p>

**Del Mar Union School District  
District Design 2022  
“From – To”**

The Skills that Matter Most

**We are in a constant, unrelenting, and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.**

FROM (2017)	➡	TO (2022)
<p><b>Judgment, Ethics, Character</b> Often seen as an intentional, deliberately taught program and not always part of the fabric and culture of the organization.</p>		<p>Students have deep personal understanding with strong emotional calibration, including empathy and compassion for others. Students are part of an inclusive environment that promotes respect for all while working collaboratively toward purposeful goals. Students embody a culture of openness to understanding and accepting differing perspectives and experiences.</p>
<p><b>Health, Well-being</b> Physical health - Students engage in physical activity primarily with a P.E. teacher and a classroom teacher during a specific time, with limited understanding of how their physical well-being impacts every aspect of their lives.  Social/emotional – Adults supervise and direct conflict resolution among students through school rules and school-wide discipline policies.</p>		<p>Students’ school day is customized to meet the needs of each individual learner. Students are self-aware of their personal physical and social/emotional well being and have options available to make choices that promote their physical and mental health. Students are organized, resilient, resolve conflict, and respect others. School facilities are utilized beyond the typical school day to support physical well being of students and the community.</p>
<p><b>Leadership and Management</b> Students’ school experiences are currently planned and organized by the adults and manifest as structures and procedures for students to follow. Daily routines are driven by lists, schedules, and bells. There is limited evidence of student agency. Limited opportunities exist for students to make decisions and choices about their school experience. Students’ opportunities for leadership are typically controlled by adults. Student accountability lies predominantly with the adults.</p>		<p>Student agency and leadership are cultivated throughout the school experience. Students actively participate in the planning and structure of their day. Students help create customized learning goals around clear, expected outcomes. Students have options available to choose where and how to engage in meaningful learning. Students demonstrate learning in a variety of formats suitable to a given project or task. Students engage and serve people, have opportunities to be entrepreneurial and practice ethical decision making.</p>

FROM (2017)	➔	TO (2022)
<p><b>Future Processes, Sustainability and Forecasting</b>            Limited application of knowledge and academic foundation to real world context. Student engagement with content is typically focused on acquisition of knowledge, rather than content knowledge that is made meaningful with relevant real world problems in which students gain deep understanding and seek solutions.</p>		<p>Students have diverse experiential learning opportunities which include seeking problems in real situations. Deep understanding of content knowledge comes to life via identifying and solving these meaningful, real world problems.</p>
<p><b>Employability Skills</b>            Few opportunities exist for students to experience problem seeking and problem solving in real world situations that involve teamwork, communication, human relations, critical thinking, and entrepreneurial dispositions, including mathematics and budget. Use of technology is mostly at the substitution level and we are at the beginning stages of intentionally using technology to further students' communication and collaboration skills.</p>		<p>Students have an understanding and first-hand knowledge of the world of work. Students routinely build upon their unique skills, passions and interests and are presented opportunities to connect with real world employers, corporations, and industries to experience problem seeking and solving in real world situations. Through these opportunities students develop the critical thinking, collaboration and creativity applicable to industry.</p> <p>Students have access to the "right tool for the right job" so that authentic learning, beyond the walls of the classroom, takes place.</p> <p>Students display agility, flexibility, and adaptability in selecting the right approach and/or tool for a given job.</p>



<p><b>Communication</b> The use of authentic written communication for the purpose of expressing ideas and opinions is strong throughout the district.</p> <p>Verbal skills, written skills, and presentation skills are primarily completed in response to a teacher directed prompt or topic. Discourse is primarily around academic content with some opportunity to write and speak with voice about relevant, self-selected content. Limited opportunity exists for students to engage in civil discourse around current world issues with varying viewpoints.</p>		<p>Students determine and use the best modes of communication for the purpose of thoughtfully expressing ideas and opinions.</p> <p>Students understand the responsibility and impact of their contribution to the digital world. Students make wise and informed decisions when using multimedia and other non-traditional methods to communicate ideas and connect to the world around them.</p> <p>Students respectfully debate differing opinions around academic content, as well as relevant self-selected content. Students actively listen as an essential form of communication.</p> <p>Students seek and use feedback from multiple sources to determine their next steps in learning.</p>
<b>FROM (2017)</b>	<b>➔</b>	<b>TO (2022)</b>
<p><b>Global and International Knowledge +Skills</b> Our schools and classrooms are a reflection of an international community. Diverse cultures and languages are assumed, rather than incorporated as part of what is intentionally taught. Limited study exists around diverse cultures and languages and the impact diversity plays in understanding the current global landscape.</p>		<p>Students use their understanding of different cultures to effectively communicate, collaborate, and interact with empathy.</p> <p>Students are exposed to multiple forms of language.</p> <p>Students gain knowledge and perspective by interaction with people and information both locally and globally.</p>
<p><b>Civic Knowledge, Skills, Disposition</b> Students have some understanding of how laws are made and changed relative to a citizen’s rights and responsibilities. Civic literacy often lacks a real world connection. Understanding and contemplation of contemporary issues is limited.</p>		<p>Students apply democratic processes to solve problems in their school and community. Students seek multiple viewpoints and facts to formulate their personal opinions. Students are engaged, contributing members of today’s society.</p>
<p><b>Social and Behavioral Sciences</b> Students have limited experiences that help develop an understanding of how historical context, economics, geography, and world affairs impact societal behaviors and trends.</p>		<p>Students examine societal structures and trends and the factors contributing to current conditions. Students contemplate how today’s actions impact tomorrow. Students design solutions for the social challenges of today and tomorrow. Students have a working knowledge of civics, history, law, political science, economics, government, geography, and world affairs.</p>

<p><b>Computer Science/Literacy</b> Multiple technology platforms and tools are used regularly by students. Limited real world opportunities exist for students to apply technology for the purpose of accessing and processing information, as well as enhancing research, efficiency, productivity, and quality of life. Opportunities do not yet exist that lead to the creation of new technologies.</p>		<p>Students are technologically literate and agile in their use of technology tools. Students access and process information, problem solve, and create new technologies. Students have the skills to determine the tool(s) needed to research, think critically, analyze, and create purposeful content.</p>
<p><b>Engineering and Architecture</b> Attention to engineering is developing and is most often evidenced through Next Generation Science Standards. Students may lack understanding about how engineering activities are connected to foundational engineering concepts.</p> <p>Significance of engineering in the design and integrity of structures, machines, materials, and systems is developing.</p>		<p>Students fearlessly engage and collaborate in activities that are based on real-world technologies and problems. Students understand there is no single “right” answer in design, and can apply the iterative process. Students understand the significance of engineering in design and integrity of structures, machines, materials, and systems.</p>
<p><b>FROM (2017)</b></p>	<p>➔</p>	<p><b>TO (2022)</b></p>
<p><b>Economics and Personal Finance</b> Limited opportunities exist for students to engage in authentic learning that develops an understanding of needs versus wants, affordability, value, interest, return on investment, and applied ethics.</p>		<p>Students demonstrate a clear understanding of economics and personal finance through the application of identified fundamentals of economics, including needs vs. wants, affordability, value, interest, return on investment, and applied ethics. Students apply these fundamentals to authentic learning opportunities and personal experiences.</p>
<p><b>Imagination, Creativity, Innovation</b> Initial steps have been taken to develop students’ ability and disciplines needed to imagine, create, invent, and innovate. Current systems, structures and beliefs often inhibit the habit of curiosity among students, in which each individual is encouraged to wonder and imagine how things can be improved or even reinvented. Questions are predominantly asked <i>of</i> students rather than <i>by</i> students.</p>		<p>Students excel in a setting where their personal genius has no bounds. Innovation, curiosity, imagination, and creativity continuously propel the students to question and take action.</p> <p>Students understand and apply the Design Thinking process and use it to seek out and solve problems that matter to them.</p>
<p><b>Thinking and Reasoning</b> Opportunities for students to think critically and creatively are increasing. Learning through inquiry and complexity is limited and when present, may not be grounded in academic content. Limited opportunities for students to think philosophically, see things in context, and question current thinking.</p>		<p>Students will use thinking strategies across content areas to see relationships, think big, learn through inquiry, deal with complexity, as clarifying questions, think philosophically, see things in context, and question current thinking. Students will identify problems, think creatively and critically to solve the problem, and analyze the results in order to share with an audience.</p>

		<p>Student learning through increasingly complex inquiry is grounded in academic standards.</p> <p>Students use a shared set of success criteria to engage in and design inquiry experiences.</p>
<p><b>Knowledge Creation and Breakthrough Thinking</b>  Current systems, structures and beliefs support students' knowledge acquisition rather than knowledge creation. Current practices are in the initial stages of developing learning experiences in which students analyze, synthesize, and think across disciplines to discover new knowledge and new ideas.</p>		<p>Students actively use a variety of tools and experts to research issues, generate solutions, and share their new thinking with others. Students access and build on knowledge across content areas to address an issue or area of need. Students seek experts and resources to inform new learning and new ways of thinking about the issue or area of need. Students have opportunities to engineer new products, services, or solutions.</p>

**Del Mar Union School District  
District Design 2022  
“From – To”**

<u>Environment</u>		
<b>The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the “third teacher.” The physical space should inspire the work of groups and individuals.</b>		
FROM (2017)	➔	TO (2022)
<p>Many school facilities are aged. Facilities are rigid and do not lend themselves to flexible use of space. Spaces are defined by fixed walls and furniture. Most students identify with a single place in the school. They have a desk and a classroom assigned to them. Specific learning takes place in a specific space. For example, learning about technology occurs in the technology lab and the library is a static single-purpose space used to read and check out books.</p>		<p>School facilities support student-centered learning, teacher collaboration, positive school climate, technology integration, flexible scheduling, and connection to the environment, community, and global network.</p> <p>Environments connect people with ideas and play an active role in promoting a rich collaborative culture.</p> <p>Students have access to a variety of environments for doing independent research, working on team projects, engaging in debates in social settings, and interacting via technology with peers and colleagues in other parts of the world.</p>

<p>School spaces serve single-use, narrowly defined functions. Rules establish student access to spaces according to defined schedules. Spaces provide limited options for learning tasks. Most spaces are closed off by walls and barriers, limiting access visually and physically.</p>		<p>School spaces are learning spaces; they are active and fully utilized to meet the learning needs of students. The spaces serve relevant purposes. Students actively engage with/within school spaces and have ready access in spaces throughout the school depending on the learning needs.</p>
<p>Classrooms are equipped with traditional desks and uncomfortable chairs. They are furnished according to a one-size-fits-all formula which includes desks, chairs, and a teacher desk. There is typically one focal point in the room where the teacher conducts the learning. Connectivity is limited and inconsistent. Current technology (i.e. large screen monitors, ipads, apple tv, chromecast) exists in some classrooms, primarily upper grade.</p> <p>There are eight Modern Learning Studios in two grade levels, one at each of two schools. The MLS rooms have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.</p>		<p>Learning spaces have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.</p>

**School  
Smarter Balanced Scores 2019**

Percent of Students Who Meet or Exceed Standards			
	Language Arts	Mathematics	Percent of Tested Population
Schoolwide	80.56	81.10	100
Asian	89.79	93.00	30
Hispanic	60.72	51.73	9
White	80.24	80.95	52
English Learners	37.5	45	6
Socioeconomically Disadvantaged	48.38	32.26	10
Students with Disabilities	39.02	46.34	12

<b>ELPAC Annual Assessment Scoring Levels</b>	<b>2019-20</b>	
	<b>Number</b>	<b>Percent</b>
<b>Level 1: Beginning</b>	8	17
<b>Level 2: Somewhat developed</b>	8	17
<b>Level 3: Moderately Developed</b>	11	24
<b>Level 4: Well Developed</b>	19	41

**2019 Smarter Balanced Data is provided due to suspension of state assessments in the 2019-20 school year as a result of school closure in response to the COVID-19 Pandemic.**

Design 2022 -Site Planning  
Lever # 1: Strong Academic Core and High-Quality Instruction

LCAP Goal 1: Students will experience high quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students' experiences will build upon their passions, interests, and strengths.

Priority Actions:

<b>Action #</b>	<b>Action Steps</b>	<b>Key Measure</b>	<b>Who Leads?</b>	<b>Resources Needed?</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status</b>
1	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	Professional learning agendas  Classroom observations	District Leadership  Principal	Substitutes  Hourly pay for teacher extended day	8/2020	6/2021	Ongoing
2	Implementation of English Language Arts/English Language Development program (Wonders and StudySync): Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	Professional learning agendas  Classroom observations	District leadership  Principal	Substitutes  Hourly pay for teacher extended day	8/2020	6/2021	Ongoing
3	Continue differentiated training of all teachers in grades K-6 teachers and principals in Cognitively	Professional learning agendas	District leadership  Principal  District Math TOSA	Substitutes  Hourly pay for teacher extended day	8/2020	6/2021	Ongoing

	Guided Instruction.						
4	Implement i-Ready Learning Diagnostic and Learning Pathway (K-6)	i-Ready Diagnostic Assessment results	District Leadership Principal	i-Ready platform	8/2020	6/2021	Ongoing
5	Implementation of Imagine Learning Literacy and Learning to supplement English language development instruction for English Learners	Imagine Learning Benchmark assessment results	District Leadership Principal	Imagine Learning Platform	8/2020	6/2021	Ongoing
6	Implementation of Co-Teaching to support students on IEPs.	Professional learning agendas Classroom observations	District Leadership Principal	CLW	12/2020	6/2021	Ongoing
7	Continued implementation of a Second Language Immersion Program	Professional learning agendas Classroom observations Expand to 1 <sup>st</sup> Grade	District Leadership Principal Teachers	CLW Committee Meetings Plan/Collaboration Time Hourly pay for teacher extended day			

Design 2022 -Site Planning  
Lever # 2: Mastery of Skills that Matter Most

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful

Priority Actions:

Action #	Action Steps	Key Measure	Who Leads?	Resources Needed?	Start Date	End Date	Status
1	Continue implementation of Second Step, a comprehensive social emotional learning plan, in all classrooms	CLW agendas Classroom observations Lesson plans	District leadership Principal Teachers	Second Step materials Planning and collaboration time	8/2020	6/2021	Ongoing
2	Administer the DMUSD Student Wellness Survey to all students grades 3-6 twice and review results to determine student need	Student Wellness survey	District Leadership Principal Teachers	Survey Planning and collaboration time	8/2020	6/2021	Ongoing
4	Continued professional learning in Creating Cultures of Thinking with Harvard Professor, Ron Ritchhart, Teachers will implement learned strategies with students	Professional learning agendas Classroom observations Lesson plans	District Leadership Principal Teachers	Substitutes Hourly Pay for extended teacher day	8/2020	6/2021	Ongoing
5	Site principal will attend administrator training for Creating Cultures of Thinking and model learned strategies with staff	Professional learning agendas and CLW agenda Weekly Update	District Leadership Principal	Planning and collaboration time	8/2020	6/2021	Ongoing



6	Complete all steps necessary to become designated a No Place for Hate school in order to ensure a respectful, inclusive environment.	Professional learning agendas and CLW agenda Weekly Update	Students Teachers Parents Principal	Planning and collaboration time Books Materials	09/2020	06/2021	Ongoing
7	Introduce and begin the process of utilizing The Zones of Regulation and additional Social Emotional Learning	Professional learning agendas and CLW agenda Weekly Update	Principal Teachers	Planning and collaboration time Books Materials	01/2021	06/2021	Ongoing

Design 2022 - Site Planning  
Lever # 3: Environment  
Priority Actions:

Action #	Action Steps	Key Measure	Who Leads?	Resources Needed?	Start Date	End Date	Status
1	Continue to support classroom environmental shifts to create flexible learning settings that provide personalization, opportunities for student agency, and visually represent the process of students thinking,	Classroom observation Teacher reflection	District Leadership Principal	Support from Facilities Department And Instructional Services	8/2020	6/2021	Ongoing
2	Facilitate K-1 classroom modernization with new	Classroom Observation	District Leadership Principal	Support from Facilities Department	8/2020	6/2021	Ongoing

	furnishings in at least two classrooms  1 Kindergarten class  1 First-grade class	Teacher Reflection	Teachers	and Instructional Services			
3	Identify, purchase and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity	Classroom observation  Teacher Reflection	Principal  Teachers	Chromebooks iPads Charging Carts Apple TV Televisions Chromecast Supplementary materials	8/2020	6/2021	Ongoing

**Ashley Falls School  
Budget  
2020 – 2021**

<b>Allocation</b>	
School Site Improvement Funds	\$21,888*
Title 1 Funds	\$58,558

\* Includes \$7,069 19-20 carryover

<b>Budget Proposal</b>		
<b>Proposed Expenditure</b>	<b>SIP Funds Amount</b>	<b>Title 1 Funds</b>
<b><i>School Site Improvement Materials and Supplies</i></b> Flexible Seating, Outdoor Furnishings, Equipment Carts	<b>\$7,500</b>	
<b><i>Instructional Materials and Supplies:</i></b> Curriculum, Online Applications, Subscriptions, Books, Classroom Supplies, NPFH	<b>\$5,000</b>	
<b><i>Student Safety Materials and Supplies</i></b>	<b>\$6,000</b>	
<b><i>Staff Collaboration Release Time:</i></b> Data Collection, Data Analysis, Long-Term Planning	<b>\$3,388</b>	
<b><i>Intervention Support</i></b> Funding to support reading intervention striving readers and English Language Learners through Everyone-A-Reader volunteer coordinator and trainer, as well as materials to support the program. (Lever 1)		<b>\$54,000</b>
<b><i>Supplemental Intervention Materials</i></b>		<b>\$4,558</b>
<b>TOTAL</b>	<b>\$21,888</b>	<b>\$58,558</b>

# SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

**Del Mar Union School District  
Ashley Falls School**

**2020 – 2021  
School Site Council**

**Member Roster**

<b>Name</b>	<b>Position</b>	<b>Phone Number</b>	<b>Email Address</b>
Casey Lange	Principal	858.259.7812	<a href="mailto:clange@dmusd.org">clange@dmusd.org</a>
Alina Maor	Parent	858.353.2138	<a href="mailto:alina.maor@gmail.com">alina.maor@gmail.com</a>
Andrea Peddycord	Teacher	858.259.7812	<a href="mailto:apeddycord@dmusd.org">apeddycord@dmusd.org</a>
Kristen Howell	Parent	858.775-3881	<a href="mailto:kristenshew@gmail.com">kristenshew@gmail.com</a>
Shana Hood	Parent	619.261.8005	<a href="mailto:shabrown@hotmail.com">shabrown@hotmail.com</a>
Shannon Sewell	Teacher	858.259.7812	<a href="mailto:ssewell@dmusd.org">ssewell@dmusd.org</a>
Tara Tichy	Parent	858.449.3185	<a href="mailto:taratichy@yahoo.com">taratichy@yahoo.com</a>
Tricia Huppert	Classified	858.259.7812	<a href="mailto:Phuppert@dmusd.org">Phuppert@dmusd.org</a>
Vickie Anderson	Teacher	858.259.7812	<a href="mailto:vanderson@dmusd.org">vanderson@dmusd.org</a>
Xiaoyan Wang	Parent	919.357-7084	<a href="mailto:xywang.np@gmail.com">xywang.np@gmail.com</a>
PTA Representative			

## RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered recommendations of all appropriate curriculum and program committees, including the English Learner Advisory Committee.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan and site strategic plan on:

Attested:

Casey Lange

Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date