

Del Mar Union School District

Ashley Falls School

School Plan for Student Achievement

2023-2024

Date Approved by School Site Council: 10/30/2023

Date Approved by District Board of Trustees:

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Purpose and Description

The School Plan for Student Achievement (SPSA) is a comprehensive document outlining the goals, strategies, and actions selected to support students in meeting academic expectations and ensuring their social-emotional well-being. It is developed in collaboration with site administration, teachers, and parents and reflects the needs identified through an analysis of state and local data. The plan is updated annually and is aligned with state and federal requirements and with the district's Local Control Accountability Plan (LCAP) and the district's strategic plan, Destination 2028.

School Profile

Ashley Falls School opened its doors for students in grades Kindergarten through Sixth Grade in August 1998. The campus is located amidst expansive home developments and is adjacent to a community park. The student population of 351 represents several different ethnic groups and multiple languages. The culturally and linguistically diverse setting represents exemplary students who feel welcomed 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.

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 a 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. We also believe it is imperative to provide opportunities for student learning that extend beyond "the basics." Students at Ashley Falls participate in STEAM+ classes in art, science, music, 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 established in the school setting and supported by parents. Parental involvement is present daily in classrooms through work on site leadership committees, 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. 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 the spring of 2008 and 2022, Ashley Falls School was recognized as a California Distinguished School by the State of California.

Educational Partner Engagement

Ashley Falls School seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Our school engages parents and community members through regular PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings. Input from the community is gathered through an annual spring survey. In addition, site and district plans are informed via site-level student, staff, and parent focus group sessions and through regular classroom visits. Specific feedback regarding SPSA was gathered during the following meeting/s:

October 30, 2023

January 22, 2024

March 25, 2024

May 13, 2024

Destination 2028

Destination 2028! is a comprehensive strategic plan that includes both the collective vision that articulates our community's aspirations for all of our students, and the set of priorities to inform how we focus our energy and resources in our schools to meet the needs of all students so our students are prepared to thrive in a complex and rapidly changing world.

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.

PORTRAIT OF A LEARNER COMPETENCIES

Our Portrait of a Learner articulates our community's aspirations for all our students, identifying the skills, mindsets, and competencies that our students need for success in this rapidly changing world.



ADAPTABILITY

- Works effectively in a climate of uncertainty and changing priorities.
- Demonstrates agility in thoughts and actions.
- Responds productively to feedback, praise, setbacks, and criticism.
- Understands, negotiates, and balances diverse views and beliefs to reach workable solutions.
- Demonstrates flexibility when engaging in various roles and situations.



CRITICAL THINKING

- Improves the quality of one's own thinking by being inquisitive, curious, and reflective.
- Seeks out information, discerns between sources of varying quality, analyzes both sides of an argument, and proposes solutions.
- Applies thinking that is clear, rational, open-minded, and informed by evidence.
- Identifies, evaluates, and prioritizes solutions to difficult or complex situations.
- Implements and reflects critically on a solution.



GLOBAL CITIZEN

- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, local, and global responsibility through ethical and empathetic behaviors, and understands the local and global implications of civic decisions.
- Contributes and takes action to make the world a better place.



EMOTIONAL INTEGRITY

- Demonstrates awareness, sensitivity, concern, and respect to connect with others.
- Exhibits empathy, self-awareness, conflict resolution, confidence and the ability to learn from mistakes.
- Builds positive relationships, works collaboratively and makes decisions based on personal values and goals.
- Acts with empathy and compassion to make positive contributions to the world.



LEARNER'S MINDSET

- Embraces curiosity and eagerly explores the world around them.
- Possesses the desire to learn and confidently perseveres through new and/or challenging learning experiences.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Develops positive attitudes and beliefs about learning.
- Demonstrates agency and ownership over one's learning.



DEPTH OF KNOWLEDGE

- Develops and draws from integrated and connected knowledge across academic disciplines.

- Transfers knowledge in combination with new learning to deepen understanding, influence conclusions, and seek solutions.
- Applies content knowledge in routine and innovative ways in real-world situations.
- Acquires knowledge through the process of thinking deeply by applying internalized structures for organizing thinking.
- Articulates thoughts and ideas effectively for a range of purposes and audiences



Four 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: Learning Experience

Every learner receives equitable access to a strong academic core and high-quality instruction so that students think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

Lever Two: Responsive and Caring Culture

Individuals are respected and valued for their unique contributions and diverse perspectives. There exists a shared commitment to a culture of excellence grounded in empathy, compassion, and common purpose.

Lever Three: Stewardship of Resources

Human capital, fiscal resources, and facilities intentionally align in support of the extraordinary school experience.

Lever Four: Design Influence

Rich and meaningful learning occurs at the intersection of purposeful, engaging learning, innovative thinking, and a compelling curriculum. The physical environment across all learning spaces supports rich and meaningful learning by influencing how individuals interact, their behaviors, and their engagement in authentic personal and collective learning.

Destination 2028 -Site Planning

Lever # 1: Learning Experience and Lever Four: Design Influence

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.

Needs Assessment - Metrics*							
Metric	Baseline 2022-2023 performance		2023-24 Expected Outcomes	Metric	Baseline 2022-2023 performance		2023-24 Expected Outcomes
Smarter Balanced Grades 3-6, English Language Arts Performance Level/percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	Smarter Balanced Grades 3-6, Mathematics Performance Level/Percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA
Schoolwide	Very High	78%	191	Schoolwide	Very High	80%	191
Asian	Very High	83%	58	Asian	Very High	91%	58
White	Very High	79%	104	White	Very High	79%	104

Metric	Baseline performance	2023-2024 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners who have gained at least one level or maintained level 4	68%	Increase 2%
Reclassification Rate - % of English learners who have reclassified	10%	Maintain or increase baseline

*All SBA are preliminary. Official data will be released during the 2023-2024 school year. All performance level data reflects the 2022-23 California School Dashboard which is based on 2021-22 data. Student groups must be at least 30 to receive a performance level. Students in grades 3-6 are included.

Needs Assessment - Analysis

What are the school's strengths and opportunities for growth related to this goal. Review data provided and other available information to help inform the needs assessment.

Ashley Falls School exhibits strong commitment to students receiving high quality instruction. Our students consistently perform at high levels in English-Language Arts and math. Assessment data, classroom observations, students' feedback, and teacher input conveys a need for more support and professional learning in supporting opportunities for student agency in order to build upon our students' strengths and interests.

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

Goal 1, Priority Actions					
Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student needs.	All students	Principal	Collaboration Time	\$0
2	Provide Tier 2 intervention in the area of reading for identified students	All students	Principal District Leadership Reading Intervention Teacher	District Reading Intervention Teacher	\$0
	Provide Tier 2 intervention in the area of reading fluency and comprehension	All students	Principal Everyone A Reader Coordinator (EAR)	EAR Coordinator	\$13,000
3	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	\$0

4	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	All students	District Leadership Principal	Substitutes	\$0
5	Creating a Culture of Thinking: Teachers will continue to engage in differentiated professional learning opportunities in a culture of thinking, including opportunities to participate in a fellows teacher leadership group as well as continued learning using a cohort model.	All students	District Leadership Principal Teachers	Substitutes	\$0
6	Continue differentiated training of all teachers in grades K-6 teachers to support a conceptually based mathematics program. Provide topic options for teachers who have completed grade level training	All students	District leadership Principal District Math TOSA Teachers	Substitutes	\$0
7	English Learners with a performance level of level 1 or 2 on the 2023 Summative ELPAC or who are newly identified this year will use Imagine Learning, a supplemental resource.	English learners	District Leadership Principal Teachers	Imagine Learning Platform	\$0
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEF)	English learners	Principal Teachers		\$0
9	Support student social-emotional regulation with sensory tools and materials	All Students	Principal Special Education Team	Tools and Materials	\$500
10					
11					

Annual Review

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

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Destination 2028 -Site Planning
 Lever Two: Responsive and Caring Culture

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 relationships.

Needs Assessment - Metrics										
Chronic Absenteeism Performance Level	Baseline 2022 Dashboard		2023-2024 Expected Outcome	Suspension Rate Performance Level	Baseline 2022-2023 Dashboard		2023-2024 Expected Outcome			
	%	#			%	#				
Schoolwide	Medium	7%	37	At least -0.5%	Schoolwide	Very Low	0.5%	3	M or D*	
Asian	Medium	6.8%	14	At least -0.5%	Asian	Very Low	0%	0	M or D	
Hispanic	High	12%	6	At least -3.0%	Hispanic	Medium	2%	1	At Least -.03	
White	Medium	5.2%	13	At least -0.5%	White	Low	0.8%	2	M or D	
English Learners	High	12.8%	6	At least -3.0%	English Learners	Very Low	0%	0	M or D	
Socioeconomically Disadvantaged	High	17.1%	7	At least -3.0%	Socioeconomically Disadvantaged	Very Low	0%	0	M or D	
Students with Disabilities	High	10.1%	8	At least -3.0%	Students with Disabilities	Medium	1.3%	1	At Least -.03	
Social-Emotional Survey % of student at the healthy level on The SELweb survey	Baseline to be established in the 2023-2024 school year									

*M or D: Maintain or Decrease Baseline

Needs Assessment - Analysis

What are the schools strengths and opportunities for growth related to this goal. Review data provided and other available information to help inform the needs assessment

Ashley Falls values and embraces the diversity in our community and promotes meaningful relationships. Community and campus feedback shows that our work with diversity, equity, and inclusion is highly valued. Our work with No Place for Hate is also an important component of Ashley Falls’ caring and inclusive culture. Data shows that attendance is still an area in need of attention. We will continue to educate our families on the importance of regular attendance. In addition, teachers will receive support in creating and maintaining classroom environments that contribute to regular attendance.

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 relationships.

Goal 2, Priority Actions					
Action #	Action Description	Students Served	Who Leads?	Resources Needed?	Expenditure
1	Support students’ academic and social-emotional well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support.	All Students	Principal Counselor		\$0
2	Staff and parents will engage in an articulated learning sequence around diversity, equity, and inclusion.	All Student	Principal District TOSA Site based Diversity, Equity, and Inclusion Team	Planning and collaboration time	\$1,000

3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time	\$500
4	Use Second Step Curriculum consistently across all grade levels	All students	Principal Teachers	Materials and books Planning and collaboration time	\$0
5	Administer xSEL survey to all students, Grades K-6 twice each year. Establish baseline for K-6 administration in order to use results to determine student needs and guide instructional decisions for social-emotional learning	All students	Principal Counselor District Instruction Service Staff	Survey Planning and collaboration time	\$0
6	Communicate the importance of regular attendance to all families	All students	Principal Teachers	Planning and collaboration time	\$0
7	Principal and counselor to communicate and problem solve with families when students are identified as being chronically absent	All students	Principal Teachers	Planning and collaboration	\$0

Annual Review

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

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**Budget
2023-2024**

Allocation	
School Site Improvement Funds	\$44,302.28

* Includes \$11,455 22-23 carryover

Budget Proposal	
Proposed Expenditure	SIP Funds Amount
EAR Coordinator	13,000
Parent Series: DEI	1,000
Sensory Tools and Materials	500
NP4H Materials and Books	500
TOTAL	\$15,000

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:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Numbers of members of each category				
Total for each group (must be equal)				

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section A.

Recommendations and Assurances

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
- The School Site Council reviewed its responsibilities under state law and district governing board policies.
- The School Site Council sought and considered all recommendations from the English Language Advisory Committee when applicable.
- The School Site Council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met.
- 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.
- The school plan is in alignment with the District's Local Control Accountability Plan (LCAP).

The School Site Council adopted this school plan and site strategic plan on _____.

Attested:

Karly Pecorella
Typed name of school principal

Karly Pecorella 10/30/23
Signature of school principal Date

LAURIE ALTSCHUL
Typed name of SSC chairperson

Laurie Altschul 10/30/23
Signature of SSC chairperson Date