



SINGLE PLAN

FOR STUDENT ACHIEVEMENT

ASHLEY FALLS SCHOOL

2010-2011

Contact Person: Shelley Petersen
Position: Principal
Telephone No: 858.259.7812
Address: 13030 Ashley Falls Drive
San Diego, CA 92130
E-mail Address: spetersen@dmusd.org

Date Approved by School Site Council: December 2, 2010

Date Approved by District Board of Trustees: December 15, 2010



School Mission and Vision

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

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

Ashley Falls Vision

Ashley Falls School is a nurturing, cooperative, learning environment that promotes responsible citizenship. In alliance with parents, community members, organizations and businesses we provide opportunities for learning and service in a setting that is a meaningful engaging setting for all learners. The Ashley Falls community embodies shared decision-making and creates a sense of belonging and ownership in our school. This foundation empowers children to become self-confident, intrinsically motivated, and successful life-long learners.

As a school community, we come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment, and a broad base of knowledge. Students meet or exceed rigorous State Standards. Through a commitment to social, emotional and physical well being there exists an environment that maximizes the development of each child. Each individual's strengths are nurtured and valued as a contributing member of the community.

The Ashley Falls staff is committed to working as a professional learning community to build a school of high achieving learners that fosters independence in a supportive environment. The staff members are knowledgeable, life-long learners who model creative problem solving through an interactive approach to curriculum development, student grouping, and instructional design. By providing access to and experience with state of the art resources, the staff and students develop strong skills in the utilization of technology as a tool to acquire, understand, and disseminate information.

The Ashley Falls School, united in a shared responsibility, ensures the success of every child. Every Ashley Falls Eagle will *Soar to Success!*

School Profile

Ashley Falls School opened its doors for students in August 1997. The beautiful campus is located amidst expansive new home development and is adjacent to a community park. The student and staff population has now stabilized after several years of growth in the area and subsequent boundary changes, staffing shifts, and administrative changes. The student population of 470 represents eight different ethnic groups and eighteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued.

The Ashley Falls community of educators is united in their purpose of meeting the needs of every child, every day. The majority of Ashley Falls students enters 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 (PLC). The continuous improvement in student performance is the result of ongoing professional development and high quality instruction.

The Ashley Falls theme *“Soaring to Success”* represents much more than academic proficiency. At Ashley Falls, the entire school community is also committed to providing an enriched, balanced educational experience for our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extend beyond “the basics”. Students at Ashley Falls also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science and physical education. These weekly enrichment classes provide students with the opportunity to discover and develop strengths and talents in many areas.

The Ashley Falls community is highly involved in the direction of the school. Expectations for success are clearly established in the school setting and supported by parents. Parental involvement is present daily in classrooms, through work on site leadership committees, through the financial support of the education foundation, and by participations in many events and activities.

Ashley Falls is a dynamic, fun, student-centered place to be. The community of staff, students, parents, and community members is committed to excellence and works to ensure a setting where students will 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.

ACADEMIC PROGRAM SURVEY

Analysis of Current Conditions

Essential Component	Objective	Current School Resources and Practices
<p>1. Instructional Program</p>	<p>1.1 The school provides the most recent State-adopted core instructional programs, including accelerated interventions, in <u>reading/language arts</u>, documented to be in daily use in every classroom, with materials for every student.</p> <p>1.2 The school provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in <u>mathematics</u>, documented to be in daily use in every classroom, with materials for every student.</p> <p>1.3 The school provides physical education instruction by classroom teachers and a certificated physical education teacher.</p> <p>1.4 The school provides the most recent State Board-adopted instructional programs, in <u>science and social studies</u>, documented to be in use in every classroom, with materials for every student.</p>	<p>The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas including reading/language arts and mathematics.</p> <p>Teachers at Ashley Falls are currently using the adopted standards-based materials as the core instructional program.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>2. Instructional Time</p>	<p>2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions.</p> <ul style="list-style-type: none"> ▪ K 60 minutes daily ▪ 1-3 2.5 hours daily ▪ 4-5 2 hours daily ▪ 6 1-2 hours daily <p>2.2 The school provides additional time for reading/ language arts students taking the intervention reading program:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-5 30-45 minutes daily ▪ 6 2-3 hours daily <p>2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions:</p> <ul style="list-style-type: none"> ▪ K 30 minutes daily ▪ 1-6 60 minutes daily <p>2.4 The school provides additional time for mathematics students needing intervention:</p> <ul style="list-style-type: none"> ▪ K-5 15 minutes daily ▪ 6 30 minutes daily <p>2.5 The school provides time allocations for social studies, science, music, art, physical education and technology.</p>	<p>Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. Schedules also reflect time allocations for social studies, science, music, art, physical education and technology. The instructional day is protected from excessive interruptions.</p> <p>Additional time is scheduled for reading intervention and mathematics.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>3. School Principal's Instructional Leadership Training</p>	<p>3.1 The district provides the school's principal (and assistant principal) opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>reading/language arts program</u>, K-6.</p> <p>3.2 The district provides the school's principal (and assistant principal) opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>mathematics program</u>, K-6.</p>	<p>The principal actively participates in staff development through school and district opportunities in the area of language arts.</p> <p>The principal actively participates in staff development through school and district opportunities in the area of mathematics.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>4. Credentialed Teachers and Teacher Professional Development Opportunity</p>	<p>4.1 The district staffs classrooms with fully credentialed teachers.</p> <p>4.2 The district provides the school's teachers (in all grade levels/programs) opportunities for training in the district's adopted basic program and/or intervention programs for <u>reading/language arts</u> for each teacher's grade level or program level.</p> <p>4.3 The district provides the school's teachers (in all grade levels) the opportunities for training in the district's adopted basic program for <u>mathematics</u> for each teacher's grade level or program level.</p> <p>4.4 The district assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.</p>	<p>All teachers at Ashley falls School are fully credentialed and possess either a CLAD or BCLAD certificate.</p> <p>Del Mar is focused on providing in-depth professional development in the area of writing. Every teacher at each grade level will attend two full days of grade level specific professional development. Additional professional development is scheduled during time-banked Wednesdays and staff meetings.</p> <p>Ashley Falls has created a yearlong professional development calendar utilizing staff meetings and time-banked Wednesdays.</p> <p>Grade level SMART goals are developed in both mathematics and language arts. Professional development is scheduled for individual grade levels based on identified needs according to student performance data.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>5. Student Achievement Monitoring System</p>	<p>5.1 The school has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform K-6 teachers and principals of student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted <u>reading/language arts program</u>. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>5.2 The school has a similar assessment and monitoring system for the <u>mathematics</u> program.</p>	<p>In reading, writing, and mathematics, students are assessed with common grade level and/or District assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically as well as those who are English Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>6. On-going Instructional Assistance and Support for Teachers</p>	<p>6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.</p>	<p>Colleagues at all grade levels support one another in a variety of ways. They confer regarding multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work together to develop an instructional plan designed to support the child at their instructional level and move them closer to meeting or exceeding grade level proficiency. Other teacher mentors act as liaisons between district level committees and the school site. These teachers share information relevant to the continuous development of effective instructional practices with the Ashley Falls staff during predetermined site PLC collaboration meetings.</p> <p>Academic support staff will be hired to support students in language arts and mathematics. These staff members will work with small groups of students who are either exceeding grade level standards or students who are scoring below 370 on the CST.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>7. Regular Collaboration by Grade Level or Department for Teachers</p>	<p>7.1 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in <u>reading/language arts</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p> <p>7.2 The school facilitates and supports K-6 teacher and grade level collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in <u>mathematics</u> (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).</p>	<p>The structure of the Ashley Falls instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialog occurs between and among grade levels. During weekly grade level collaboration time and twice monthly school wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education and grade level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of student groupings. During collaboration time, professional development needs are also identified and addressed.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>8. Lesson Pacing Schedule</p>	<p>8.1 The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the <u>reading/language arts</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence, to ensure content coverage.</p> <p>8.2 The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the <u>mathematics</u> program in order for all teachers to know when each lesson is expected to be taught and in what sequence, to ensure content coverage.</p>	<p>The District has provided a pacing guide for all curricular areas, which was last updated in August 2004.</p> <p>In Spring 2007, grade level representatives from all DMUSD schools met to determine essential standards at each grade level. Essential Standards are identified as those State Standards, which students must master in order to be successful at the next grade level.</p> <p>Work to identify benchmark assessments aligned to the essential standards is currently underway.</p>

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Ashley Falls
2009 - 2010**

3 POINT DECREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2009 Base				2010 Growth			
	955				952			
	Language Arts <i>2010 CA State Target: 56.8%</i>				Mathematics <i>2010 CA State Target: 58%</i>			
	2009	2010	<i>Growth</i>	Met 2010 AYP	2009	2010	<i>Growth</i>	Met 2010 AYP
Schoolwide	91.2	88.1	-3.1	Yes	93.0	92.5	-0.5	Yes
Asian	89.9	90.9	1.0	Yes	98.6	95.5	-3.1	Yes
Hispanic*	81.8	*	*	*	100	*	*	*
White	92.1	87.9	-4.2	Yes	91.4	91.6	0.2	Yes
Socioeconomically Disadvantaged*	*	*	*	*	*	*	*	*
English Learners*	89.5	82.6	-6.9	*	94.7	95.7	1.0	*
Students with Disabilities*	77.8	69.0	-8.8	*	87.7	72.4	-15.3	*

**Not a significant subgroup at Ashley Falls, but is significant Districtwide*

CELDT
Scoring Levels

Ashley Falls	2008-2009		2009-10	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0	0	0
Level 2: Early Intermediate	0	0	0	0
Level 3: Intermediate	1	5%	2	17%
Level 4: Early Advanced	5	25%	4	33%
Level 5: Advanced	14	70%	6	50%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 1 for Improving Student Achievement:</u>			
The percent of students demonstrating proficient or advanced performance in language arts will increase according to local measures reported in May 2011 and CST results reported in August 2011 .			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <p>All primary textbooks used in language arts are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.</p>	<p>Teachers/Admin</p> <p>August 2010 - June 2011</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District PTA</p>
<p><i>Improvement of instructional strategies:</i></p> <p>Grade levels will use data to determine yearly focus in language arts.</p> <p>Grade level teams will write annual SMART goals and create triennial goals to measure progress toward annual SMART goals.</p> <p>Classroom teachers will regularly provide differentiated instruction to support students not making adequate progress toward mastering language arts standards.</p> <p>Technology will be purchased to increase and/or maintain current hardware and software.</p> <p>If needed, supplemental materials for language arts will be purchased.</p>	<p>All instructional staff</p> <p>September 2010 December 2010 March 2011</p> <p>Admin/Technology Teacher</p> <p>Teachers/Admin</p>	<p>Software/hardware repair</p>	<p>SIP PTA</p> <p>District PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<i>Increased educational opportunity:</i>			
Students demonstrating a need for additional academic support in 3 rd through 6 th grade will have the opportunity to participate in the Academic Learning Program. Students scoring 370 or below on the CST will have first priority, but support will be extended to students demonstrating a need according to grade level benchmark assessments such as the DRA, QRI, or mathematics unit tests.	Teachers/Admin/ Academic Support Staff January 2010-May 2011	Personnel	District SIP
Students in first and second grade falling below grade level benchmarks will participate in Everyone a Reader or Ready to Read program.	Teachers/Admin ALP Early Intervention Specialist October 2010-June 2011	Personnel	SIP ALP EIA
<i>Staff development and collaboration:</i>			
The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities.	Teachers/Admin September 2010-June 2011		
The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning.	Admin September 2010-June 2011		
Professional development will be provided during scheduled PLC time and through site and district offerings.	Teachers/Admin September 2010-June 2011	Substitutes Conference/Travel Fees	District SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Involvement of parents and community:</i></p> <p>CST results are shared with parents through the SARC, principal coffees, and school website.</p> <p>Individual student CST reports are mailed home each fall, and parent conferences are held in the fall and spring of each school year.</p> <p>Parents and community volunteers are active in their support of students' academic performance. Volunteers support classroom instruction in all curricular areas.</p> <p>Parents of struggling students are involved in the discussion and development of effective strategies for success through the Student Success Team (SST) process.</p>	<p>Admin September 2010- June 2011</p> <p>Teachers</p> <p>Teachers/Admin ongoing</p>	<p>Refreshments for coffees</p>	<p>PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 1 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Monitoring program implementation and results:</i></p> <p>Implementation and results are monitored through formal and informal measures.</p> <p>District benchmark assessment scores are reported tri-annually.</p> <p>Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year.</p> <p>Student data is reviewed during grade level meetings and PLC meetings.</p> <p>The Leadership Team meets monthly with administration. The school plan is reviewed annually and SSC members participate in classroom visitations in May of each school year. Observations are documented and shared with school staff.</p>	<p>Admin/Teachers Ongoing</p> <p>October 2010 February 2011 June 2011</p> <p>September 2010- June 2011</p>	<p>Substitutes</p>	<p>District</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 for Improving Student Achievement:</u>			
The percent of students demonstrating proficient or advanced performance in mathematics will increase according to local measures reported in May 2011 and CST results reported in August 2011 .			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <p>All primary textbooks used in mathematics are aligned to State content standards and are approved by the State and DMUSD School Board. Supplemental materials are in direct alignment with California State content standards.</p>	<p>Teachers/Admin</p> <p>August 2010 - June 2011</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 2 continued</u>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Improvement of instructional strategies:</i> Grade levels will use data to determine yearly focus in mathematics.</p> <p>Grade level teams will write annual SMART goals and create triennial goals to measure progress toward annual SMART goals.</p> <p>Classroom teachers will regularly provide differentiated instruction to support students not making adequate progress toward mastering mathematics standards.</p> <p>Technology will be purchased to increase and/or maintain current hardware and software.</p> <p>If needed, supplemental materials for mathematics will be purchased.</p> <p>Staff will create a staff development calendar which includes professional development in the area of mathematics.</p> <p>Each grade level will identify assessments which will be used to show end of the year mastery.</p> <p>Each grade level will determine assessments to determine when students in a grade level are ready to work on math standards beyond their current grade level.</p> <p>Staff will participate in school-wide PLC discussions to collectively determine effective strategies to differentiate mathematics within a grade level. Student data will be used to guide discussions.</p>	<p>All instructional staff</p> <p>September 2010 December 2010 March 2011</p> <p>Admin/Technology Teacher</p> <p>Teachers/Admin</p> <p>Teachers/Admin</p> <p>October 2010 - June 2011</p>	<p>Software/hardware repair</p>	<p>SIP PTA</p> <p>District PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Increased educational opportunity:</i></p> <p>Students requiring remediation or enrichment will be provided with opportunities and instruction through small group and/or differentiated learning opportunities. The adopted mathematics program materials will be utilized whenever possible.</p>	<p>Teachers/Admin</p> <p>November 2010 - June 2011</p>		
<p><i>Staff development and collaboration:</i></p> <p>Staff will collaborate to develop a 'Math Acceleration Course Map' according to needs at primary and upper grades.</p> <p>The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Communities.</p> <p>The Extended Studies schedule will be coordinated to allow grade levels common time for the purpose of collaboration and planning.</p> <p>Professional development will be provided during scheduled PLC time and through site and district offerings.</p> <p>Specialists will be scheduled to consult with and/or train staff in the area of Cognitively Guided Instruction (CGI).</p>	<p>Teachers/Admin January 2010- June 2011</p> <p>Admin September 2010- June 2011</p> <p>Teachers/Admin September 2010- June 2011</p> <p>Admin</p> <p>Admin</p>	<p>Presenter Fees</p>	<p>District</p> <p>PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Involvement of parents and community:</i></p> <p>CST results are shared with parents through the SARC, principal coffees, and school website.</p> <p>Individual student CST reports are mailed home each fall, and parent conferences are held in the fall and spring of each school year.</p> <p>Parents and community volunteers are active in their support of students' academic performance. Volunteers support classroom instruction in all curricular areas.</p> <p>Parents of struggling students are involved in the discussion and development of effective strategies for success through the Student Success Team (SST) process.</p>	<p>Admin September 2010- June 2011</p> <p>Teachers</p> <p>Teachers/Admin ongoing</p>	<p>Refreshments for coffees</p>	<p>PTA</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal # 2 continued			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Monitoring program implementation and results:</i></p> <p>Implementation and results are monitored through formal and informal measures.</p> <p>District benchmark assessment scores are reported tri-annually.</p> <p>Grade level SMART goals are developed in the fall and monitored throughout the year. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year.</p> <p>Student data is reviewed during grade level meetings and PLC meetings.</p> <p>The Leadership Team meets monthly with administration. The school plan is reviewed annually and SSC members participate in classroom visitations in May of each school year. Observations are documented and shared with school staff.</p>	<p>Admin/Teachers Ongoing</p> <p>October 2010 February 2011 June 2011</p> <p>September 2010- June 2011</p>	<p>Substitutes</p>	<p>District</p>

**DEL MAR UNION SCHOOL DISTRICT
CATEGORICAL PROGRAMS**

**SERVICES PROVIDED BY CENTRAL STAFF
ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
Program Administration	Administrative staff provide overall central management of programs, interpret and coordinate implementation of state and federal guidelines, act as liaison with other district programs and offices, and prepare and submit reports to the appropriate agencies.
Instructional Support	Educational Services staff provides assistance for program development and implementation, site plan development, program evaluation, and monitor expenditures for all Consolidated Application programs. Staff also provides assistance in determining the allocations of financial resources.
Staff Development and Parent Involvement	Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.
Fiscal Services	Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.
Program Evaluation	Educational Services staff assist school sites with development of needs assessment instruments, constructing objectives, plan review, establishing records, central purchasing, processing and scoring of test materials, interpretation assistance, test data collection and analysis, and preparation and dissemination of any required studies or policies.

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds may be allocated to the school in accordance with district policy.

Ashley Falls

2010 - 2011		
Program	Site Allocation	Use of Funds
Economic Impact Aid (EIA)	\$9,839	Academic Support: differentiated instructional support for English Learners and academically at-risk students.
School Improvement Program (SIP)	\$13,057	Academic Support: differentiated instructional support including personnel and supplemental materials (i.e. in class, small group support, enrichment)
English Language Acquisition Program (ELAP)	\$962	Academic Support: differentiated instructional support for English Learners in grades 4-6.
Academic Learning Program (ALP)	\$7,275	Academic Support: differentiated instructional support including personnel and supplemental materials (i.e. in class, small group support, enrichment)

Economic Impact Aid (EIA) *Develop fluency in English and academic proficiency of English Learners and academically at-risk students.*

School Improvement Program - *Improve school response to educational, personal and career needs of all students. There is no restriction on SIP budget percentage used for personnel.*

English Language Acquisition Program (ELAP) *Develop fluency in English and academic proficiency of English Learners in Grades 4-6. This is carry-over from last year (no new ELAP funds for 2010-11). Must be used for grade 4-6 only.*

Academic Learning Program- *Improve educational experiences for academically at-risk students*

Gifted and Talented (GATE) - *State no longer funds GATE.*

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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Melissa Davis		X			
Sandy Johnson		X			
Pam Kyle		X			
Kristin Gibson				X	
Allison Isaacman				X	
Marta Kutas				X	
Wendi Santino-Ramseyer				X	
Lisa Tesvich-Bonora				X	
Shelley Petersen	X				
Terri Alper			X		
Numbers of members of each category	1	3	1	5	
Total for each group (must be equal)		5		5	

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 on: December 2, 2010.

Attested:

Shelley Petersen
Typed name of school principal

Signature of school principal

12-2-10
Date

Wendi Santino
Typed name of SSC chairperson

Signature of SSC chairperson

12-2-10
Date

**Del Mar Union School District
Proposed School Improvement Budget
2010 – 2011**

Ashley Falls School

2010 – 2011 Allocation @ 75%	\$ 13,057
Total Available Funds	\$ 13,057
<i>Planned 2009 – 2010 Carryover Amount</i>	\$0

Budget Proposal

Proposed Expenditure	Amount
Academic Support: differentiated instructional support including personnel and supplemental materials (i.e. in class, small group support, enrichment)	\$13,057
<i>Plans for 2009 – 2010 Carryover Funds:</i>	NA

Date Approved by School Site Council: 12-02-10

Wendi Santino, Chairperson

Signature of SSC Chairperson