

# Del Mar Heights School

## Vision for Excellence Site Strategic Plan

**2011 - 2012**

*Single Plan for Student Achievement*



Approved by School Site Council: October 20, 2011  
Proposed Date for Approval by District Board of Trustees: December 2011

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### **School Vision and Mission**

Del Mar Heights School, located in north coastal San Diego County, is one of eight elementary schools in the Del Mar Union School District. At Del Mar Heights, our commitment is to create a balanced educational program with a focus on the whole child. We have successfully developed a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and intellectual, emotional, and social growth. Through innovative programs such as Understanding Differences which promotes disability awareness, MARE – an in-depth study of oceans, service learning, and global studies, Del Mar Heights students learn empathy, compassion, and develop a commitment to make the world a better place.

Our instructional program is grounded in rigorous, challenging curriculum. Well-trained professionals use high quality instructional materials and technology tools. Students become literate seekers of knowledge who develop critical thinking, problem solving, and communication skills. Specialists support and extend classroom instruction in art, library skills, physical education, science, and technology.

At Del Mar Heights we are committed to building a community of learners among teachers. Teachers within a grade level work together to design students' learning experiences and collaborate with teachers in other grade levels to create an articulated program. The staff as a whole regularly participates in professional development and engages in dialogue about best practices.

The Del Mar Heights Global Village is a collaborative and dynamic partnership between the students, parents, teachers, and staff. We highly value this relationship and observe daily how powerful it can be when everyone is working together. By capitalizing on our collective talents, our school flourishes. Further school information is available at [www.dmusd.org/heights](http://www.dmusd.org/heights).

### **School Mission**

The Del Mar Heights Global Village Community fosters academic excellence,  
creative expression and social responsibility to empower every child to  
SOAR TO NEW HEIGHTS

### **School Profile**

Del Mar Heights Elementary School is a small, safe, attractive learning community composed of 434 students in kindergarten through sixth grade. We celebrate the diversity of our families within which fifteen languages other than English are spoken. An environment of high expectations for social and academic success has created a positive child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county average and exhibit exemplary interpersonal skills in preparation to live in our global society.

The Del Mar Heights certificated staff includes a principal, 20 classroom teachers, and enrichment teachers offering instruction in art, physical education, science, and technology, 2 special day classes, a resource support teacher, speech and language pathologist, and school psychologist. Support staff includes an administrative assistant and office assistant, health technician, librarian, EL instructor, 11 instructional assistants, a school plant manager and a night custodian. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has highly qualified, caring teachers and support staff who are fully credentialed and who regularly collaborate using a Professional Learning Community model. Staff regularly attends workshops and conferences to strengthen their teaching strategies. Teachers work in collaborative teams, planning lessons together, analyzing the results of students' assessments, and creating ways to differentiate instruction to meet the needs of individual students.

Shared decision making is the norm at Del Mar Heights. We have bi-monthly staff or Professional Learning Community team meetings, along with bi-monthly instructional aide staff meetings. The School Site Council (SSC), comprised of equal representation of parents and staff, meets regularly. Our active Parent Teacher Association (PTA) is a linchpin in support of the total school program. The Site Strategic Planning Team, composed of parents, staff and community members, meets annually with the SSC to review, update, and create new school goals. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs.

Del Mar Heights is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science teacher to offer inquiry-based science activities in our dedicated Science Lab.

In addition to the Extended Studies curriculum, students have the opportunity to participate in lunch clubs, rock band, Iron Dolphin Running Club, Project Success, Monthly Music, Global Village Book Club, cross age buddies and peer tutors, Dolphin Leadership. Each spring our students share their accomplishments at our annual Art Exhibit, Science Fair, and Open House. Additionally, at least once in the year every grade level is featured in a special performance. These performances have included: kindergarten – patriotic assembly; first grade – Go Fish; second grade – Bugz; third grade – Star Search; and fourth grade – Gold Dust or Bust. Our fourth grade students immerse themselves in early California history during their Gold Rush Daze. Our fifth graders travel back into early American times as they assume the persona and learn trades that they share with the larger school community during our Colonial Trades Faire. The entire school community participates in our annual Winterfest and Dancefest celebrations.

A great strength of Del Mar Heights School is the strong level of parent and community support. Our dedicated volunteers facilitate classroom learning, activities, and events. Most classrooms use volunteers for a variety of support and instructional tasks. Our active PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes: Welcome Back Muffin Morning, Ice Cream Social, Red Ribbon Week, eScrip, Book Fair, Talent Show, Reflections contest, Carnival, Jogathon, Used Book Sale, Staff Appreciation activities, and mini-grants for staff members. Parents and local community members support early literacy by participating in our Everyone a Reader program. Additionally, upper grade students enjoy spending time with their mentors through the TeamMates mentoring program. For the past seven years, Del Mar Heights has developed a partnership with the UCSD Triton Athletic Association and several times each week, UCSD student-athletes serve as positive role models as they play with the students at morning or lunch recess. The many thousands of hours of volunteer support help create the positive school atmosphere enjoyed at Del Mar Heights.

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>The Del Mar Union School District (DMUSD) has adopted standards-based instructional materials in all core academic curricular areas. Teachers at Del Mar Heights are currently using the adopted standards-based materials as the core instructional program. The district has also identified essential standards and has created assessments that measure the degree to which the standards have been met. Standards-based instructional materials adopted by DMUSD have been purchased and are being used in all the classrooms at Del Mar Heights. Materials have been purchased for all core content subject areas and are appropriate to all student groups at all levels.</p> <p>Supplemental materials are provided for grade levels based on students' needs and teams' decisions to augment core instruction.</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"> <li>▪ K 60 minutes daily</li> <li>▪ 1-3 2.5 hours daily</li> <li>▪ 4-5 2 hours daily</li> <li>▪ 6 1-2 hours daily</li> </ul> <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"> <li>▪ K 30 minutes daily</li> <li>▪ 1-5 30-45 minutes daily</li> <li>▪ 6 2-3 hours daily</li> </ul> <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"> <li>▪ K 30 minutes daily</li> <li>▪ 1-6 60 minutes daily</li> </ul> <p>2.4 The school provides additional time for mathematics students needing intervention:</p> <ul style="list-style-type: none"> <li>▪ K-5 15 minutes daily</li> <li>▪ 6 30 minutes daily</li> </ul>	<p>Classroom schedules are created annually. These schedules reflect the required amount of instructional time in reading/language arts and mathematics. Schedules also reflect time allocations for social studies, science, physical education, art and technology. The instructional day is protected from excessive interruptions.</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 vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>reading/language arts program</u>, K-6.</p> <p>3.2 The district provides the school's principal (and vice principal) the AB 430 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the district-adopted <u>mathematics program</u>, K-6.</p>	<p>Del Mar Heights' principal has over twenty years experience as a classroom teacher in grades K – 8. Additionally, she has been an administrator for nineteen years at both elementary and middle school levels. She has served as the principal of Del Mar Heights for twelve years.</p> <p>The principal regularly participates in professional development in the areas of curriculum and instruction and administrative leadership.</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) the SB 472 Professional Development Program through a State-authorized provider. The training features 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 SB 472 Professional Development Program through a State-authorized provider. The training features 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 classrooms are staffed with fully credentialed teachers. All teachers participate in many staff development opportunities to increase their competency in English Language Arts and Mathematics. All teachers on site hold a CLAD / BCLAD (or equivalent) authorization.</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 on 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>Del Mar Heights utilizes an assessment and monitoring system including curriculum-embedded assessments for both English Language Arts and Mathematics. In reading, writing and mathematics students are assessed with common grade level and/or district assessments a minimum of three times each year. Student progress is formally reported at least three times each year using a district created 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>Del Mar Heights teachers share best practices through their regular Professional Learning Community (PLC) collaboration. PLC teams collaborate weekly using multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, PLC teams work together to develop instructional plans to support all children at their instructional level and move them closer to meeting or exceeding grade level proficiency.</p> <p>Several Del Mar Heights teachers serve in a leadership capacity on district level committees and through participation in specialized instructional trainings. These teachers share information with their colleagues relevant to the continuous development of effective instructional practices.</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 Del Mar Heights instructional day is designed with student success in mind. During weekly grade level collaboration time and twice monthly school wide collaborations time, teachers 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. Working as a Professional Learning Community affords the opportunity for professional dialogue between and among grade levels. 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/schoolwide-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/schoolwide-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 created curriculum maps for English Language Arts and Mathematics to provide a pacing schedule and guide for the year.</p> <p>Grade level representatives from across the district have worked for several years to determine essential standards at each grade level. Benchmark assessments have been created to assess mastery of these essential standards.</p>

**NO CHILD LEFT BEHIND  
ADEQUATE YEARLY PROGRESS  
Del Mar Heights  
2011 - 2012**

7 POINT DECREASE IN API  
MET 9 OF 9 AYP CRITERIA  
99% PARTICIPATION RATE

<b>Annual Measurable Objectives (AMO) Percent Proficient or Above</b>								
Academic Performance Index	2010 Base				2011 Growth			
	965				958			
	Language Arts <i>2009 Target: 67.6%</i>				Mathematics <i>2008 Target: 68.5%</i>			
	2010	2011	<i>Growth</i>	Met 2011 AYP	2010	2011	<i>Growth</i>	Met 2011 AYP
Schoolwide	91.7	88.4	-3.3	Yes	91.7	89.4	-2.3	Yes
Asian	98.2	91.4	-6.8	*	98.2	91.4	-6.8	*
Hispanic	67.9	66.7	-1.2	*	71.4	76.2	4.8	*
White	94.6	90.4	-4.2	Yes	93.2	90.9	-2.3	Yes
Socioeconomically Disadvantaged	58.3	50.0	-8.3	*	58.3	66.7	8.4	*
English Learners	64.0	44.4	-19.6	*	80.0	55.3	-24.7	*
Students with Disabilities	67.4	67.4	0	*	76.1	69.8	-6.3	*

*\*Not a significant subgroup*

**CELDT**  
*Scoring Levels*

Del Mar Heights	2009-2010		2010-2011	
	Number	Percent	Number	Percent
<b>Level 1: Beginning</b>	1	7%	0	0%
<b>Level 2: Early Intermediate</b>	1	7%	7	23%
<b>Level 3: Intermediate</b>	7	47%	7	23%
<b>Level 4: Early Advanced</b>	3	20%	9	30%
<b>Level 5: Advanced</b>	3	20%	7	23%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<u>GOAL # 1 for Improving Student Achievement:</u>			
<p>Reading comprehension strategies will be explicitly taught at all grade levels.            Students in upper grades will be taught reading strategies to support comprehension of expository text, including social studies and science texts.            All classes will participate in vocabulary development and fluency exercises.</p>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> <li>The Standards-Based core instructional program utilizes district and state adopted curriculum</li> <li>Supplemental materials are aligned with California state content standards</li> </ul>	<p>All Staff August 2011 – June 2012</p>		
<p><i>Improvement of instructional strategies:</i></p> <ul style="list-style-type: none"> <li>Grade level PLC teams will create annual SMART goals based on data analysis of areas needing improvement</li> <li>Teachers collaborate with PLC teams</li> <li>Vertical articulation</li> <li>Supplementary reading comprehension materials to improve student achievement will be purchased</li> <li>Technology Lab will be used to support reading comprehension</li> <li>Classroom technology including computers, projection systems, United Streaming lessons, Redcat audio systems, iTouch Learning</li> <li>Accelerated Reader in grades 2 - 6</li> </ul>	<p style="text-align: center;">All Staff August 2011 – June 2012</p> <p style="text-align: center;">Technology Teacher August 2011 – June 2012</p> <p style="text-align: center;">Technology teacher and gr. 2 – 6 teachers</p>	<p style="text-align: center;">Substitute daily rate</p> <p style="text-align: center;">Supplementary materials</p> <p style="text-align: center;">Technology hardware, software, site licenses</p> <p style="text-align: center;">Accelerated Reader site license</p>	<p style="text-align: center;">SIP</p> <p style="text-align: center;">District, PTA, and SIP funds</p> <p style="text-align: center;">SIP</p>

<p><i>Increased educational opportunity:</i></p> <ul style="list-style-type: none"> <li>• Everyone a Reader will be expanded to support reading in grades 1, 2, and 3</li> <li>• Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards</li> </ul>	<p>Everyone a Reader Coordinator and materials 2011 – 2012</p>	<p>High interest leveled books</p>	<p>PTA and SIP funds</p>
<p><i>Staff development and collaboration:</i></p> <ul style="list-style-type: none"> <li>• PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration</li> <li>• Vertical articulation – Learning Teams</li> <li>• Professional development training</li> </ul>	<p>All staff August 2011 – June 2012</p> <p>District and site leadership August 2011 – June 2012</p>	<p>Substitute teacher pay</p>	<p>SIP</p> <p>District and SIP funds</p>
<p><i>Involvement of parents and community:</i></p> <ul style="list-style-type: none"> <li>• Everyone a Reader</li> <li>• Parent Curriculum Training, Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA</li> <li>• School website and teacher weblogs</li> </ul>	<p>Parent and Community Volunteers August 2011 – June 2012</p>	<p>High interest leveled books</p> <p>School site and district technology support</p>	<p>PTA funds</p>
<p><i>Monitoring program implementation and results:</i></p> <ul style="list-style-type: none"> <li>• District assessments including DRA and QRI</li> <li>• PLC analysis of student progress</li> </ul>	<p>All staff August 2011 – June 2012</p>		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

All classes will focus on common core standard competencies for narrative writing.

Grade level teams will develop and tri-annually administer, score, and analyze narrative writing prompts using the district created rubric. Analysis of student writing will guide instruction to increase the level of student performance.

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> <li>• The Standards-based core instructional program utilizes district and state adopted curriculum</li> <li>• Supplemental materials are aligned with California state content standards</li> <li>• District and grade level writing resource binders will be utilized</li> </ul>	<p>All staff August 2011 – June 2012</p>	<p>Core and supplementary instructional materials</p>	<p>District and SIP funds</p>

<p><i>Increased educational opportunity:</i></p> <ul style="list-style-type: none"> <li>• Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards</li> <li>• Writing across the curriculum</li> </ul>	<p>All staff August 2011 – June 2012</p>		
<p><i>Staff development and collaboration:</i></p> <ul style="list-style-type: none"> <li>• District and site professional development training and conferences</li> <li>• PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday</li> </ul>	<p>All staff August 2011 – June 2012</p>		<p>District and SIP funds</p>

<p>afternoons, and full day collaboration</p> <ul style="list-style-type: none"> <li>• Vertical articulation – Learning Teams</li> <li>• Professional development training</li> </ul>	<p>District and site leadership August 2011 – June 2012</p>		
<p><i>Involvement of parents and community:</i></p> <ul style="list-style-type: none"> <li>• Classroom volunteers</li> <li>• Parent Curriculum Training</li> <li>• Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA</li> <li>• School website and teacher weblogs</li> </ul>	<p>Parent and community volunteers August 2011 – June 2012</p>		<p>PTA</p>
<p><i>Monitoring program implementation and results:</i></p> <ul style="list-style-type: none"> <li>• Tri-annual District Writing Assessments</li> </ul>	<p>All staff August 2011 – June 2012</p>		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<p style="text-align: center;"><u>GOAL # 3 for Improving Student Achievement:</u></p> <p>All classes will focus on number sense and problem solving in all mathematics activities. Mathematical vocabulary will be explicitly taught at all grade levels.</p>			
Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Alignment of instruction with content standards:</i></p> <ul style="list-style-type: none"> <li>• The core instructional program utilizes District and State adopted materials</li> <li>• Supplemental materials are aligned with California state content standards</li> <li>• Standards-based State adopted materials are being implemented</li> </ul>	<p>All staff August 2011 – June 2012</p>		
<p><i>Improvement of instructional strategies:</i></p> <ul style="list-style-type: none"> <li>• Students will be grouped within the class, between classes and across grade levels as appropriate</li> <li>• PLC collaboration</li> <li>• Vertical articulation Learning Teams</li> <li>• Technology support including: Technology Lab, computers, projection systems, United Streaming lessons, Redcat audio systems, iTouch Learning</li> </ul>	<p>All staff August 2011 – June 2012</p> <p>Technology Teacher August 2011 – June 2012</p>	<p>Technology hardware, software, site licenses</p>	<p>District, SIP, and PTA funds</p>
<p><i>Extended learning time:</i></p> <ul style="list-style-type: none"> <li>• Teachers and principal will analyze STAR student data to guide instructional support services</li> <li>• Universal access</li> <li>• Team and cooperative teaching</li> </ul>	<p>All staff August 2011 – June 2012</p>		

<p><i>Increased educational opportunity:</i></p> <ul style="list-style-type: none"> <li>• Classroom teachers will regularly provide differentiated instruction to support all students to meet or exceed standards</li> <li>• Lunch time and after school Math Clubs</li> </ul>	<p>All staff August 2011 – June 2012</p> <p>Parent and community volunteers August 2011 – June 2012</p>		<p>PTA funds</p>
<p><i>Staff development and collaboration:</i></p> <ul style="list-style-type: none"> <li>• District and site professional development training and conferences</li> <li>• PLC collaboration to share best instructional practices through common grade level planning time, early release Wednesday afternoons, and full day collaboration</li> <li>• Vertical articulation Learning Teams</li> </ul>	<p>District and site leadership August 2011 – June 2012</p> <p>All staff August 2011 – June 2012</p>	<p>Conference registration and staff development expenses</p>	<p>District, SIP, and PTA funds</p>
<p><i>Involvement of parents and community:</i></p> <ul style="list-style-type: none"> <li>• Classroom volunteers</li> <li>• Lunch Clubs, SciFri</li> <li>• Curriculum Nights</li> <li>• Parent/Teacher conferences, Back to School Night, Open House, School Site Council, PTA</li> <li>• School website and teacher weblogs</li> </ul>	<p>Parent and community volunteers August 2011 – June 2012</p>	<p>Competition fees</p>	<p>PTA</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 provides 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. This allocation page must be included in your Single Plan.

**Del Mar Heights**

<b>2011 - 2012</b>		
<b>Program</b>	<b>Site Allocation</b>	<b>Use of Funds</b>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$3,604	<ul style="list-style-type: none"> <li>• Supplemental instructional materials, resources and teaching support to develop fluency and academic proficiency of English Learners</li> </ul>
School Improvement Program (SIP)	\$21,578	<ul style="list-style-type: none"> <li>• Curricular support across all grade levels</li> <li>• Supplemental instructional materials, resources and teaching support</li> <li>• Staff development and training</li> </ul>

Economic Impact Aid (EIA) - *Develop fluency in English and academic proficiency of English Learners and academically at-risk students (includes carryover from 2010-11)*

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.*

**Del Mar Union School District  
Proposed School Improvement Budget  
2011 – 2012**

**Del Mar Heights**

2011 - 2012 Allocation	\$21,578
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**Budget Proposal**

<b>Proposed Expenditure</b>	<b>Amount</b>
Instructional materials and resources to support attainment of goals in the areas of English/Language Arts and Mathematics	\$6,000
Technology improvements including supplies, media software and hardware and 20 iPods for third grade classes	\$8,000
Professional Learning Community work – staff development, observations within and outside school	\$1,000
Science Lab materials including 15 digital microscopes	\$4,000
<i>Discretionary – these funds will be used for instructional materials, program development and technology to support the total school program</i>	\$2,578
<b>TOTAL</b>	<b>\$21,578</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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Alison Catilus		X			
Eileen Graddy		X			
Paul Harmon				X	
Kelley Huggett				X	
Stefani Mazepa				X	
Jane Quinn				X	
Mark Riley		X			
Nicki Waldal				X	
Wendy Wardlow	X				
Kathy Zack			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: October 20, 2011.

Attested:

Wendy Wardlow

\_\_\_\_\_  
Wendy Wardlow, principal

*Wendy Wardlow*

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

October 20, 2011

\_\_\_\_\_  
Date

Eileen Graddy

\_\_\_\_\_  
Eileen Graddy, SSC chairperson

*Eileen Graddy*

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

October 20, 2011

\_\_\_\_\_  
Date