

Del Mar Union School District

Del Mar Hills Academy

Vision for Excellence Site Strategic Plan

2011-2012

Single Plan for Student Achievement

Date Approved by School Site Council: November 17, 2011

Date Approved by District Board of Trustees:



Contact Person: Carrie Gammel, Principal
Telephone Number: (858) 755-9763
E-mail Address: cgammel@dmusd.org

School Mission and Vision

Del Mar Hills Academy is committed to the education and enhancement of the total child. Recognizing that learning is an ongoing process, the Academy seeks to provide an educational program which:

- Stimulates and motivates children to build a positive self-concept;
- Encourages democracy, inquisitiveness, and self-direction;
- Develops insight into and appreciation of individual strengths and weaknesses;
- Inspires children to reach their highest potential of individual growth;
- Provides opportunities to apply mastered skills in order to achieve new learning;

School Profile

Throughout the years, Del Mar Hills Academy has been recognized by the state as a California Distinguished School and a nationally acclaimed Blue Ribbon School. Our educational program is based on standards-based, progressive, and developmental core-curricular instruction integrated with fine arts. This teaching concept is instrumental in fostering an integral learning connection between the right and left brain, making learning and thought processes more meaningful and enabling greater retention of information. Highly skilled, fine arts credentialed specialists work with students and grade-level teachers to enrich and reinforce standards-based concepts at each grade level. Our small, intimate student-body size enables creativity and innovative integrated program design. It also fosters excellent teacher collaboration and meaningful staff enrichment teacher positions (in addition to grade level classroom teachers), creating an optimum teacher to student ratio in many of our classrooms.

Our school has a continued commitment to academic excellence and education of the total child; a staff dedicated to meeting the academic and social needs of every child; and a student body that is motivated to learn and achieve at all levels through enrichment, extension activities, community service, and student government. Our test scores rank in the top three percent of the nation. Our students continue to show solid growth each year on multiple assessments. This is in large part due to our commitment to the Professional Learning Community (PLC) concept (data-driven instruction) and seamless coordination between our resource, gifted, and regular education programs. Targeted differentiated instruction is inherent in every classroom. Students enjoy working with standards-based, open-ended problem solving, as well as other 21st Century survival skills. Our students love to learn and truly enjoy school each day.

We are so proud of our 34-year tradition of educational excellence. Our staff is second to none and our parents are actively involved. Our science, art, music, and two technology labs are state of the art. We love the small community of Del Mar Hills Academy and value each day with our bright-eyed, eager student body!

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 science and social studies 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 area.</p> <p>Teachers at Del Mar Hills Academy of Arts and Sciences (DMHA) 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 align="center">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 ▪ 1-6 30-45 minutes 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>Classroom schedules are turned into site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. The instructional day is protected from excessive interruptions.</p> <p>Additional time is scheduled for reading intervention and mathematics based upon student need.</p> <p>Interventions are planned based on student data and collaboratively managed by teachers at all grade levels for English Language Arts and Mathematics.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">3. School Principal's Instructional Leadership Training</p>	<p>3.1 The district provides the school's 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 and Nancy Fetzer's writing professional development.</p> <p>3.2 The district provides the school's principal opportunities for staff development in leadership and support of student instructional programs in the district-adopted <u>mathematics program</u>, K-6 and Cognitively Guided Instruction for mathematics.</p> <p>3.3 The district provides ongoing site principal training sessions on Essential Elements of Instruction.</p>	<p>The principal regularly attends Nancy Fetzer's writing professional development.</p> <p>The principal regularly attends Cognitively Guided Instruction for mathematics.</p> <p>The principal regularly attends district-provided staff development.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p style="text-align: center;">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 assigns teachers with CLAD/BCLAD (or equivalent) authorizations to all core content classrooms containing English learners.</p> <p>4.3 The district provides after-school professional development opportunities for teachers in language arts, mathematics and technology.</p> <p>4.4 The district is part of a two-year grant, which provides social studies professional development for fifth grade teachers.</p> <p>4.5 Del Mar Hills is part of three-year program with San Diego State University, which provides Cognitively Guided Instruction professional development for K-6 teachers.</p> <p>4.6 The district provides writing professional development by Nancy Fetzer for K-6 teachers.</p>	<p>All teachers at DMHA are fully credentialed and possess either a CLAD or BCLAD certificate.</p> <p>Professional development opportunities are identified to support the achievement of SMART goals. Teachers attended a variety of conferences selected for their breadth, connectedness to the state standards and relevance. These conferences included: Nancy Fetzer’s writing strategies, Cognitively Guided Instruction for mathematics, Quantum Learning, Essential Elements of Instruction by Sue Welsh, Working with Autism and Adaptive PE.</p> <p>Participation in after-school professional development is attended on a voluntary basis.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p style="text-align: center;">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 program</u>.</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 Language 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 style="text-align: center;">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>The District provides ongoing instructionally based professional development to assist teachers in meeting academic needs of their students. Teachers are also given opportunities to attend outside conferences, including those provided by the San Diego County Office of Education (SDCOE).</p> <p>Several teachers attended a summer conference for Quantum Learning (QL).</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p align="center">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).</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).</p>	<p>The structure of the Del Mar Hills 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 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 align="center">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 is currently engaged in identifying language arts and mathematics essential standards through representative committee meetings. These committees will also create and identify pacing guides for the 2011-12 school year.</p> <p>Work to identify benchmark assessments aligned to the essential standards is currently underway.</p>

**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS**

**Del Mar Hills Academy
2010 - 2011**

3 POINT DECREASE IN API

MET 9 OF 9 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	923				920			
	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	82.7	80.0	-2.7	Yes	84.4	84.7	0.3	Yes
Asian	78.9	93.3	14.4	*	97.4	93.3	-4.1	*
Hispanic	47.8	41.7	-6.1	*	56.5	58.3	-1.5	*
White	88.3	83.8	-4.5	Yes	86.5	87.0	0.5	Yes
Socioeconomically Disadvantaged	52.9	40.0	-12.9	*	58.8	56.0	-2.8	*
English Learners	62.2	56.2	-6.0	*	80	75	-5.0	*
Students with Disabilities	62.5	56.5	-6.0	*	70.8	60.9	-9.9	*

**Not a significant subgroup*

CELDT
Scoring Levels

Del Mar Hills Academy	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	4	11%
Level 2: Early Intermediate	1	3%	6	16%
Level 3: Intermediate	11	38%	12	32%
Level 4: Early Advanced	7	24%	7	19%
Level 5: Advanced	10	34%	8	22%

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement:

To improve student academic performance by implementing Cognitive Guided Instruction, which deepens students' mathematical thinking, problem solving skills, and reasoning abilities.

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 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 August 2011- June 2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>
<p><i>Improvement of instructional strategies:</i></p> <p>Grade level/teachers will use formative assessments to determine student progress toward grade level standards.</p> <p>Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering math standards.</p> <p>Supplemental materials will be purchased.</p> <p>Grade levels/teachers will attend district Cognitive Guided Instruction staff development.</p>	<p>Teachers/Admin August 2011-June 2012</p> <p>August 2011-June 2012</p> <p>August 2011-June 2012</p> <p>Teachers/Admin October 2011-June 2012</p>	<p>Personnel</p> <p>Updated Technology Resources</p> <p>Supplemental materials</p> <p>District materials</p> <p>Supplemental materials</p> <p>Cognitively Guided Instruction Substitutes</p>	<p>PLC Wednesdays Common Planning Time</p> <p>SIP</p> <p>District</p> <p>SIP</p> <p>District Staff Development Funds</p>
<p><i>Extended learning time:</i></p> <p>Teachers and principal will analyze student assessments to guide</p>	<p>Teachers/Admin August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental</p>	<p>District</p> <p>SIP</p>

<p>instructional support services including interventions, enrichment, and differentiated learning groups</p> <p>Team and vertical teaching to differentiate instruction</p>		materials	
--	--	-----------	--

<p><i>Increased educational opportunity:</i></p> <p>Grade levels will utilize grade level resources and plan intervention and extension instructional strategies, student grouping options, and ways to provide additional academic support to students at all academic levels.</p> <p>Small group instruction</p> <p>Individual instruction</p> <p>Modified or challenge learning activities</p> <p>Design lessons to meet identified student needs with targeted instruction</p>	<p>Teachers August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>
<p><i>Staff development and collaboration:</i></p> <p>District and site professional development trainings</p> <p>PLC collaboration to analyze data, vertically collaborate, design lessons, create common assessments, and plan instruction</p> <p>Coaching, modeling, co-teaching, collaboration time, and specific feedback focused on Cognitively Guided Instruction</p>	<p>Teachers/Admin August 2011-June 2012</p> <p>Teachers/Admin August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>
<p><i>Involvement of parents and community:</i></p> <p>Cognitively Guided Instruction methodology and strategies shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, School website, teacher weblogs, Principal's blog, and classroom volunteers</p>	<p>Teachers/Admin August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>

<p><i>Monitoring program implementation and results:</i></p> <p>Classroom formal and informal assessments</p> <p>Grade level common assessments</p> <p>CGI student interviews</p> <p>Math Benchmarks</p> <p>CST</p>	<p>Teachers/Admin August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District SIP</p>
---	---	---	-------------------------

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<p><u>GOAL # 2 for Improving Student Achievement:</u> To improve student academic performance in language arts by implementing a rigorous, standard-based program</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> <p>All primary textbooks 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 August 2011- June 2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District SIP</p>
<p><i>Improvement of instructional strategies:</i></p> <p>PLC teams create common assessments, analyzed data, and write SMART Goals in the area of language arts</p> <p>PLC collaboration to collaborate and score writing assessments</p> <p>Vertical collaboration among teachers focused on language arts</p> <p>Grade levels/teachers attend writing staff development with Nancy Fetzer</p> <p>Supplemental materials will be purchased</p> <p>Technology lab will be used to support language arts</p> <p>Differentiated instruction will be provided regularly for high achievers and students that need more support</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Updated technology resources</p> <p>Supplemental materials</p> <p>Nancy Fetzer Presentation Substitutes</p> <p>Technology, hardware, software, site licenses</p>	<p>SIP</p> <p>SIP</p> <p>District Staff Development Funds</p> <p>SIP</p>

<p><i>Extended learning time:</i></p> <p>Teachers and principal will analyze the data of formal and informal assessments to determine which students need more time/support to learn the concept and which students need enrichment.</p> <p>Team and vertical teaching to differentiate instruction</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Supplemental materials</p> <p>District materials</p>	<p>SIP</p> <p>District</p>
<p><i>Increased educational opportunity:</i></p> <p>Student data will be analyzed regularly by teachers and principal to provide differentiated instruction for all students</p> <p>Based on the number of students needing more support, teachers will develop an intervention plan as a team</p> <p>Small group instruction</p> <p>Individual instruction</p> <p>Modified or challenge learning activities</p> <p>Design lessons to meet individual student needs with targeted instruction</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Supplemental materials</p>	<p>SIP</p>
<p><i>Staff development and collaboration:</i></p> <p>District professional development training in writing by Nancy Fetzer</p> <p>The first and third Wednesday of each month will be used for staff development and for teachers to work in Professional Learning Communities</p> <p>Vertical collaboration during PLC meetings</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Supplemental materials</p> <p>District materials</p>	<p>SIP</p> <p>District</p>
<p><i>Involvement of parents and community:</i></p> <p>Language Arts instruction and strategies will be shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, school website, teacher weblogs, Principal's blog, and classroom volunteers.</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Supplemental materials</p> <p>District materials</p>	<p>SIP</p> <p>District</p>

<p><i>Monitoring program implementation and results:</i></p> <p>Classroom formal and informal assessments</p> <p>Grade level common assessments</p> <p>Houghton Mifflin Theme Tests</p> <p>District Writing Assessment</p> <p>DRI/QRA scores</p> <p>CST</p>	<p>Teachers/Admin August 2011-June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District SIP</p>
---	---	---	-------------------------

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 3 for Improving Student Achievement:

To improve student achievement by implementing a PLC framework of teaching and learning in which instruction and assessment are aligned

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 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 August 2011- June 2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>District SIP</p>
<p><i>Improvement of instructional strategies:</i></p> <p>Grade level teams will analyze data to identify learning goals, identify learning goals and align them across grade levels, set priority team goals aligned with school goals, develop common assessments, give pre-assessments and create SMART goals, collaborate on designing lessons, teach collaborative and individual lessons, and analyze student work from common assessments</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District SIP</p>
<p><i>Extended learning time:</i></p> <p>Teachers and principal will analyze student assessments to guide instructional support services including interventions, enrichment, and differentiated learning groups</p> <p>Team and vertical teaching to differentiate instruction</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District SIP</p>

Goal # 3 continued

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p><i>Increased educational opportunity:</i></p> <p>Student data will be analyzed regularly by teachers and principal to provide differentiated instruction for all students</p> <p>Small group instruction</p> <p>Individual instruction</p> <p>Modified or challenge learning activities</p> <p>Design lessons to meet individual student needs with targeted instruction</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>
<p><i>Staff development and collaboration:</i></p> <p>Integration of professional development focused on effective teaching strategies and the professional learning community</p> <p>PLC time for grade level teams, vertical-content area teams</p> <p>Supporting each team's use of PLC time so that meetings build on previous topics</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>Nancy Fetzter and Cognitively Guided Instruction Training</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>
<p><i>Involvement of parents and community:</i></p> <p>Information regarding PLCs (instruction, data analysis, intervention programs, enrichment programs) will be shared with parents at Parent/Teacher Conferences, SMART Night, Parent meeting with principal (Principal Coffee), PTA meetings, School Site Council, School website, teacher weblogs, Principal's blog, and classroom volunteers.</p>	<p>Teachers/Admin August 2011- June 2012</p>		
<p><i>Monitoring program implementation and results:</i></p> <p>Monitoring ongoing assessment results from formal and informal measures twice a month during PLC meetings</p> <p>Grade level and individual teacher</p>	<p>Teachers/Admin August 2011- June 2012</p>	<p>District materials</p> <p>Supplemental materials</p>	<p>District</p> <p>SIP</p>

SMART goals are monitored throughout the year			
Ongoing analysis of progress toward school-wide goals			
Grade level common assessments			
Houghton Mifflin Theme Tests			
District Writing Assessment			
DRI/QRA scores			
CST			
CGI student interviews			

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.

Del Mar Hills Academy

2011 - 2012		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 14,089	To provide supplemental instructional materials, resources, and teaching support to develop fluency and academic proficiency of English Learners
English Language Acquisition Program (ELAP)	\$ 899	Supplements regular school programs and instructional materials supporting English language acquisition for English learners (Grades 4-8)
School Improvement Program (SIP)	\$ 16,526	See attached

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

English Language Acquisition Program (ELAP) *Develop fluency in English and academic proficiency of English Learners in Grades 4-6. This is carryover from last year (no new ELAP funds for 2011-12). Must be used for grade 4-6 only.*

School Improvement Program - *Improve school response to educational, personal and career needs of all students (includes carryover from 2010-11)*

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
Carrie Gammel	X				
Tamara Radford			X		
Linda Wheeler		X			
Cassie Bruner		X			
Amy Caterina				X	
Mara Bickett				X	
Lilian Hernandez				X	
Pantea Vahidi				X	
Numbers of members of each category	1	2	1	4	
Total for each group (must be equal)		4		4	

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

Del Mar Hills School

2011 - 2012 Allocation	\$16,526
------------------------	-----------------

Budget Proposal

Proposed Expenditure	Amount
Staff Development These funds support the ongoing professional development of all Del Mar Hills staff. Funding provides workshop fees, presenter fees, professional journals, professional books and materials, and teacher professional development release days.	\$3,500
Instructional Materials These funds are for supplemental instructional materials not covered by District general textbook funds. Materials include: math problem solving and enrichment materials (grades K-6), Junior Great Books (grades K-6), student agenda/planners (grades 4, 5, & 6), books to support reading comprehension, and writing materials.	\$6,471
Technology These funds support technology improvement for staff, students, and the tech labs, including supplies, media software, and media hardware.	\$6,555
TOTAL	\$16,526

Date Approved by School Site Council: 11/17/11

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: 11/17/11

Attested:

Carrie Gammel
Typed name of school principal

Carrie Gammel 11/17/11
Signature of school principal Date

Amy Caterina
Typed name of SSC chairperson

Amy Caterina 11.17.11
Signature of SSC chairperson Date