

Del Mar Union School District

Ocean Air

Vision for Excellence Site Strategic Plan

2011 - 2012

Single Plan for Student Achievement



Date Approved by School Site Council: October 10, 2011

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

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School Vision and Mission

Ocean Air and the Del Mar Union School District are committed to our common mission –

Del Mar Union Schools provide a nurturing, inspiring, and rigorous educational program for each of our students. With a collaborative community and dedicated staff, we continually evolve to develop:

- *Well-rounded and fulfilled individuals*
- *Motivated lifelong learners*
- *Future leaders prepared for the challenges of a changing world*

We believe:

1. *Every individual needs to be valued*
2. *Everyone has the right to be safe*
3. *The unique abilities of each child need to be identified and developed*
4. *Lifelong learning is an expectation for children and adults*
5. *Collaboration among students, staff, parents and community leads to success*
6. *Our children are future leaders*
7. *In honesty, integrity, and transparency*

We also are committed to the PeaceBuilder's Pledge:

I am a PeaceBuilder. I pledge...

- *To praise people*
- *To give up put-downs*
- *To seek wise people*
- *To notice and speak up about hurts I have caused*
- *To right wrongs*
- *To help others*

I will build peace at home, at Ocean Air, and in my community each day.

School Profile

Ocean Air Elementary School opened its doors August 25, 2007, to neighborhood children in grades Kindergarten through Sixth. As a school community, we have come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment opportunities, and a broad base of knowledge. Students meet or exceed rigorous State Standards.

The student population of 764 represents eleven different ethnic groups and thirteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcome and valued here at school. Through a commitment to social, emotional and physical well-being, there exists an environment that maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of the community.

Ocean Air Elementary 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 meaningful and engaging for all learners. The Ocean Air community embodies shared decision-making, 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.

The Ocean Air Staff is committed to working as a professional learning community to build a school of high achieving learners that foster 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 entire Ocean Air School community is committed to providing an enriched, balanced, educational experience for all of our students. While the concentrated efforts are focused on preparing students in reading, writing, and mathematics, opportunities for student learning extends beyond. Students at Ocean Air also participate in Extended Studies Curriculum (ESC) in art, music, technology, investigative science, physical education, drama, and assorted lunch clubs. These weekly opportunities provide students with the opportunity to discover and develop strengths and talents that cross State Standards and a broad scope of disciplines.

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.</p> <p>Teachers at Ocean Air 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 ▪ 1-5 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>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. 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 align="center">3. School Principal's Instructional Leadership Training</p>	<p>3.1 The district provides the school's principal (and vice 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>The district provides the school's principal (and vice 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 has attended and completed AB 430 Principal Training Program, Modules 2 and 3. Additionally, both the principal and assistant principal regularly attend district supported professional development opportunities, as well as those provided outside of the Del Mar Union School District.</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p 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 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 Ocean Air School are fully credentialed as multiple subject teachers or content specialists.</p> <p>All classroom teachers and specialists are CLAD certified</p>

Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p 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</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 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>Teachers at all grade levels work together as a Professional Learning Community (PLC). By collaborating with peers, teachers support each other in the area of reading and mathematics. Colleagues coach each other in the areas of reading and mathematics and support teachers at all grade levels in a variety of ways. Colleagues assist with multiple measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work with each other to develop instructional plans designed to support the children at their instructional level and move them closer to meeting or exceeding grade level proficiency. Site teacher leaders serve as members of district wide language arts and math committees. The teacher leaders share information relevant to the continuous development of effective instructional practices with the Ocean staff during predetermined site PLC collaboration meetings.</p> <p>Academic Support staff will be hired to help students in</p>

		<p>Language Arts and Mathematics. This support staff member will work with small groups of children who are either exceeding grade level standards or who are scoring Basic or below on the CST.</p>
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Academic Program Survey: Analysis of Current Conditions
(continued)

Essential Component	Objective	Current School Resources and Practices
<p style="text-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 [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 Ocean Air instructional day is designed with success in mind. Working as a Professional Learning Community is the manner by which purposeful dialogue 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 align="center">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 provided a pacing guide which was last updated in August 2004.</p> <p>In Spring 2007, grade level representatives from across the District 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**

**School
2010-2011**

4 POINT DECREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

Annual Measurable Objectives (AMO) Percent Proficient or Above								
Academic Performance Index	2010 Base				2011 Growth			
	981				977			
	Language Arts 2011 Target: 67.6%				Mathematics 2011 Target: 68.5%			
	2010	2011	Growth	Met 2009 AYP	2010	2011	Growth	Met 2010 AYP
Schoolwide	95.2	93.5	-1.7	Yes	95.8	95.5	-0.3	Yes
Asian	98.8	99.0	0.2	Yes	100	99.5	-0.5	Yes
Hispanic	100	94.4	-5.6	*	84.6	100	15.4	*
White	92.8	89.2	-3.6	Yes	93.6	92.9	-0.7	Yes
English Learners	94.3	94.1	-0.2	*	100	97.1	-2.9	*
Students with Disabilities	82.6	77.4	-5.2	*	82.6	79.0	-3.6	*

**Not a significant subgroup*

CELDT
Scoring Levels

Ocean Air	2009-2010		2010-2011	
	Number	Percent	Number	Percent
Level 1: Beginning	0	0%	5	5%
Level 2: Early Intermediate	1	2%	6	8%
Level 3: Intermediate	2	5%	11	15%
Level 4: Early Advanced	12	28%	27	36%
Level 5: Advanced	28	65%	26	35%

Academic progress and program effectiveness for all students will be measured through analysis of student work, benchmark assessments, and state-mandated tests.



GOAL #1 for Improving Student Achievement:

Ocean Air will increase students' performance in language arts and mathematics as measured by formal and informal grade level assessments, district assessments, and the CST.

Student groups participating in this goal-all students in kindergarten through 6th grade
Performance gains expected for these students - student progress toward meeting or exceeding grade level benchmarks.

Means of evaluating progress toward this goal:

- Developmental Reading Assessment 2 (DRA2),
- Qualitative Reading Inventory-4 (QRI-4),
- District Writing Assessment (DWA),
- California Standards Test (CST),
- formative assessments, and
- report card data.

Group data needed to measure academic gains- disaggregated CST data (grades 2-6), end of grade benchmarks (K-6)

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p>Alignment of instruction with content standards:</p> <p>All primary textbooks used in language arts and 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 August 2011 - June 2012</p>	<p>District provides texts and consumables</p> <p>Supplemental materials</p>	<p>Lottery</p> <p>SIP</p>
<p>Improvement of instructional strategies:</p> <p>Grade levels/teachers will use formative assessments to determine student progress toward grade level standards.</p>	<p>Teachers/Admin/ Academic Support Staff August 2011 -June 2012</p>	<p>Personnel</p>	<p>PLC Wednesdays</p> <p>Common Planning Time</p>

Classroom teachers will regularly provide differentiated instruction to provide support to students who are having difficulty mastering language arts and math standards.	August 2011 -June 2012	Supplemental materials	SIP
Supplemental materials for language arts will be purchased	August 2011 -June 2012	Personnel	PLC time/ Common Planning Time
Supplemental materials for language arts will be purchased	August 2011 -June 2012	Supplemental materials	SIP
Increased educational opportunity: Students demonstrating a need for additional academic support in 2 nd 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 any student demonstrating a need according to grade level benchmark assessments.	Teachers/Admin/ Academic Support Staff December 2011- June 2012	Personnel	SIP
Staff development and professional collaboration: The first and third Wednesdays of each month will be used for either school wide or grade level Professional Learning Community collaboration and staff development The Extended Studies Schedule will be coordinated to allow grade levels common time for the purpose of further collaboration.	Teachers/Admin August 2011 -June 2012 August 2011 -June 2012	Personnel Personnel and ESC teachers	District DMSEF funding
Involvement of staff, parents and community: CST results are shared with parents through the SARC, school website/email, and PTA meetings.	Admin August 2011-June 2012		

<p>Parents receive individual student reports. The reports are mailed home each fall. Parent conferences are held in the fall and spring of each school year.</p> <p>Assessment and survey results are shared with staff, the SSC, and the PTA.</p> <p>Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.</p>	<p>Teachers August 2011-June 2012</p> <p>Admin Annually</p> <p>School Staff/Admin August 2011-June 2012</p>	<p>Substitutes</p>	<p>District</p>
<p>Monitoring program implementation and results:</p> <p>Implementation and results are monitored through formal and informal measures. District benchmark assessment scores are reported tri-annually. Student data is reviewed during grade level meetings and PLC meetings monthly. Results and progress toward school wide goals are evaluated through SSC.</p>	<p>Admin/Teachers</p>		

GOAL #2 for Improving Student Achievement:

Ocean Air will utilize a Professional Learning Community (PLC) model to support the deep implementation of rigorous, standards-based instruction and increasing focus on the 21st century skills of written and oral language.

Student groups participating in this goal - all students in kindergarten through 6th grade
 Performance gains expected for these students - student progress toward SMART Goal measures identified by each grade level in the area of writing
 Means of evaluating progress toward this goal - evidence of integration of Nancy Fetzler and Learning Headquarters instructional strategies; percentages of students scoring proficient on the District Summative Writing Assessment
 Group data needed to measure academic gains - disaggregated CST data (grades 2-6), end of grade benchmarks (k-1), end of year District Summative Writing Assessment data

Description of Specific Actions to Improve Educational Practice	Implementers and Timeline	Related Expenditures	Resources
<p>Alignment of instruction with content standards:</p> <p>All primary textbooks used in mathematics and 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 August 2011 - June 2012</p>	<p>District provides texts and consumables Supplemental materials</p>	<p>SIP Lottery</p>
<p>Improvement of instructional strategies and materials:</p> <p>Grade levels/teachers will begin using formative assessments used to determine student progress toward grade level standards.</p> <p>Grade level teams will analyze student data from formative assessments corresponding to grade level SMART goals.</p>	<p>Teachers August 2011</p> <p>Teachers August 2011 – May 2012</p>		

<p>Grade level teams will write annual SMART goals and establish benchmarks to achieve identified goals.</p> <p>Teachers will attend 3 professional development days with Nancy Fetzer during the school year</p> <p>Each grade level team will have at least one person attend Learning Headquarters training</p>	<p>Teachers September 2011</p> <p>Teachers September 2011 – May 2012</p> <p>Teachers July 2011 – May 2012</p>	<p>Substitutes Conference Fees</p>	<p>SIP</p>
<p>Increased educational opportunity:</p> <p>Grade levels will utilize grade level resources and consider alternative instructional strategies, student grouping options, and ways to provide additional academic support to students at all academic levels.</p> <p>Fund the Academic Learning Program for at risk students</p>	<p>Teachers</p>		
<p>Staff development and professional collaboration:</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 further collaboration.</p> <p>Staff will revisit PLC process and together determine next steps to take as a school.</p>	<p>Admin/Teachers August 2011-June 2012</p> <p>Admin Annually</p> <p>Admin/Teachers August 2011</p>		

<p>Vertical articulation will be established.</p> <p>Based on data, grade level teams will determine necessary guidance and training needed for continued progress toward effective PLC's.</p> <p>Teachers will attend 3 professional development days with Nancy Fetzer during the school year</p> <p>Each grade level team will have at least one person attend Learning Headquarters training</p>	<p>Admin September 2011</p> <p>Admin/Teachers August 2011-June 2012</p> <p>Teachers September 2011 – May 2012</p> <p>Teachers July 2011 – May 2012</p>	<p>Substitutes Conference Fees</p> <p>Substitutes Conference Fees</p>	<p>SIP</p> <p>SIP</p>
<p>Involvement of staff, parents and community:</p> <p>Representative grade levels will share examples of SMART goals and student progress associated with individual SMART goals.</p> <p>Agendas and evidence of PLC practices will be shared with the SSC.</p> <p>Information regarding PLC's will be shared via newsletters, parent meetings, and school website.</p>	<p>Admin/Teachers According to meeting schedules</p> <p>Admin</p> <p>Admin</p>	<p>Substitutes</p>	<p>SIP</p>
<p>Monitoring program implementation and results:</p> <p>Implementation and results are monitored through formal and informal measures. 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. Achievement of SMART goals,</p>	<p>Admin/Teachers</p>	<p>Substitutes</p>	<p>SIP District</p>

<p>which are directly related to student achievement, is an indicator of effective PLC implementation. Student data is reviewed during grade level meetings and PLC meetings twice each month. The District Summative Writing Assessment is administered three times a year, at the end of each trimester. Results and progress toward school wide goals are evaluated through SSC.</p>			
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GOAL #3 for Improving Student Achievement:

Ocean Air will continue to foster a climate that provides a safe and productive learning atmosphere to be measured, by school community survey of students, parents, and staff.

Student groups participating in this goal - all students in kindergarten through 6th grade
 Performance gains expected for these students - decrease in behavior referrals and increase in productive student behaviors

Means of evaluating progress toward this goal - referral records, consistent demonstration of positive student behaviors

Group data needed to measure academic gains - school wide survey data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Funding Source
<p>Alignment of instruction with content standards:</p> <p>The PeaceBuilders curriculum meets California State and Federal guidelines and is one of the approved programs for character education.</p>	<p>Teachers/Admin August 2011 - June 2012</p>	<p>District provides texts and consumables Supplemental materials</p>	<p>Lottery SIP</p>
<p>Improvement of instructional strategies and materials:</p> <p>Create school wide discipline plan and rules with consistent consequences.</p> <p>Review school wide rules and behavioral expectations at the beginning of each year.</p> <p>Post school wide rules in each classroom.</p> <p>Maintain alternative lunchtime activities so students have options available.</p>	<p>Teachers/Admin August 2011</p> <p>Teachers/Admin August 2011</p> <p>Teachers/Admin August 2011</p> <p>Teachers/Admin August 2011-June 2012</p>	<p>Running Club Playground Partners</p>	<p>PTA</p>

<p>Prepare school wide PeaceBuilders lesson schedule in advance to begin Families/PeaceBuilders in the beginning of 2011</p>	<p>Social Climate Committee November 2011</p>		
<p>Increased educational opportunity:</p> <p>PeaceBuilders lessons will be taught in all classrooms</p> <p>Incorporate PeaceBuilders lessons into Morning Meetings/classroom instruction</p> <p>Utilize PraiseNotes to recognize PeaceBuilders every day.</p>	<p>Teachers November 2011-June 2012</p> <p>Teachers August 2011-June 2012</p> <p>Admin/Staff August 2011-June 2012</p>		<p>SIP</p>
<p>Staff development and professional collaboration:</p> <p>All staff members will receive training in order to effectively implement the PeaceBuilders program school wide.</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 further collaboration.</p>	<p>Admin As new staff are added</p> <p>Admin/Teachers August 2011-June 2012</p> <p>Admin Annually</p>		<p>SIP</p>

<p>Involvement of staff, parents and community:</p> <p>PeaceBuilders information is shared through the school website, in newsletter articles, and through parent meetings.</p> <p>Survey results are shared with the SSC and PTA.</p> <p>Parents of students involved in inappropriate behavior are notified by either the classroom teacher, principal, or through use of a behavior slip.</p> <p>Students requiring extensive relationship support may be assisted through a collaborative Student Study Team meeting resulting in strategies facilitated by parents and staff.</p>	<p>Admin August 2012-June 2012</p> <p>Admin Annually</p> <p>Admin./Staff As needed</p> <p>Admin As needed</p>		<p>District</p>
<p>Monitoring program implementation and results:</p> <p>Implementation and results are monitored through formal and informal measures. Grade level SMART goals are developed in the fall and monitored throughout the year and may include a grade level social climate goal. An analysis of progress toward grade level SMART goals is completed at mid-year and again at the end of the year. Behavior trends are analyzed as a staff and adjustments are made to affect positive results. Results and progress toward school wide goals is evaluated through SSC.</p>	<p>Admin/Teachers</p>	<p>Substitutes</p>	<p>District SIP</p>

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.

SIP monies brought forward from 2010-2011: \$10,941 (These monies are encumbered and have been spent in accordance with the 2010-2011 Single Plan for Student Achievement.)

Ocean Air

2011 - 2012		
Program	Site Allocation	Use of Funds
Economic Impact Aid (EIA)	\$22,771	Materials and supports to administer CELDT testing Materials and support for instructional aide to support teachers working with English Language Learners
School Improvement Program (SIP)	\$ 31,427	To improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils
English Language Acquisition Program (ELAP)	\$1,282	To improved the English proficiency of English learners and to prepare them to meet the state's academic content and performance standards

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 2011-12). Must be used for grade 4-6 only.*



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
MR. MARIO MANZANO				X	
MRS. JESSICA DROSMAN				X	
MRS. COURTNEY CAMPBELL				X	
MR. MATTHEW MARLOWE				X	
MRS. SAJANI PATEL				X	
MR. MIKE DAVIS		X			
MRS. MINNIE DEVICO		X			
MRS. KAREN HOLTY			X		
MR. CHIS DELEHANTY	X				
MR. RYAN STANLEY	X				
Numbers of members of each category	1	2	1	5	0
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: 10/10/11 .

Attested:

 Ryan Stanley
Typed name of school principal

Signature of school principal

 10/10/11
Date

 Mario Manzano
Typed name of SSC chairperson

Signature of SSC chairperson

 10/10/11
Date

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

Ocean Air

2011-2012 Allocation	\$31,427
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Budget Proposal

Proposed Expenditure	Amount
Expansion of the library including leveled books, journals, library books, guided reading materials, and supplies for the library. May include substitutes to cover the cost for in services and special events.	\$2,000.00
To support instructional materials and professional development opportunities for the teaching staff in writing and other curricular areas, including supplies, conference registration, travel, substitute fees, professional journals, workshops, conferences, copying costs, Vision for Excellence Site Plan, and Professional Learning Communities.	8,000.00
To support Music and Art programs including supplies, media, materials, assemblies, coaches, and instruments to support our goal in the Fine Arts.	2,000.00
To support technology improvement for staff, students, and the tech labs, including media hardware, media software, supplies, and release time for the substitutes to increase teachers' skills and use of technology in the classroom.	13,000.00
For Science consumable materials K-6 for classroom and the Science Lab/garden: including models, supplies, contests, and equipment.	2,000.00
For PE equipment including supplies, equipment, conferences, consultants, substitutes for release time, and copying costs.	1,000.00
To support enrichment opportunities (including Future Problem Solvers, Continental Math League, etc.) through contests, travel fees, registration fees, assemblies, field trips, materials, and guest speakers.	3,427.00
TOTAL	\$31,427.00

Yes

Date Approved by School Site Council: 10/10/11

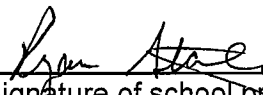
RECOMMENDATIONS AND ASSURANCES

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: 10/10/11


Attested:

Ryan Stanley
Typed name of school principal


Signature of school principal

10/10/11
Date

Mario Manzano
Typed name of SSC chairperson


Signature of SSC chairperson

10/10/11
Date