

# Del Mar Union School District



## Sage Canyon Elementary School

### Vision for Excellence Single Plan for Student Achievement 2011-2012

Date Approved by School Site Council: *November 29, 2011*

Date Approved by District Board of Trustees: *December 14, 2011*

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## **School Vision, Mission and Core Values**

Sage Canyon Elementary School and the Del Mar Union School District are committed to our common vision, mission, and core values.

### **Vision**

*We are educating for the future: forging a path for tomorrow's innovative, global thinkers*

### **Mission Statement**

*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*

### **Core Values**

*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*

### **Core Strategies**

These shared Core Strategies are the glue that holds us together as our primary methods and approaches to achieving our Vision and Mission

- 1. Educational Program: we will implement and assess a comprehensive educational program based on 21st Century learning skills to educate the whole child.*
- 2. Technology: every student will actively use technology to develop 21st Century skills within a safe and secure digital environment.*
- 3. Professional development: the professional development program which includes time for planning, collaboration, and inservices, will support ALL district employees to provide a nurturing, inspiring, and rigorous educational program.*
- 4. Communication: we will facilitate communication with stakeholders at every level consistent with our core values to promote our mission and to achieve our vision.*
- 5. Funding: actively pursue funding to maintain a stable level of resources necessary to fulfill our mission.*
- 6. External Relations: we will establish partnerships with corporate entities and community members.*
- 7. Facility Optimization: develop a plan to maximize functional use of facilities.*

## School Profile

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year we enthusiastically begin our twelfth year serving 745 students in 34 classrooms. Kindergarten through third grade classrooms maintain a student to teacher ratio of 20:1 and fourth through sixth grade maintain a 27:1 ratio.

We are committed to providing a nurturing and inspiring educational program for all of our students. Our goal is that each student realizes his or her potential through our challenging and differentiated academic program. In addition, we want each child to develop strong self-esteem, good character, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool in learning.

Through our Extended Studies Curriculum (ESC) Program, we offer weekly classes taught by credentialed specialists to students in visual art, choral and instrumental music, technology, physical education and science lab.

We are particularly proud of our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of parents. There is no doubt that Sage Canyon is thriving because of parental commitment and involvement. A school is as strong as the partnerships between its community of parents, staff and students. Sage Canyon is living proof of this!

**ACADEMIC PROGRAM SURVEY**

*Analysis of Current Conditions*

<b>Essential Component</b>	<b>Objective</b>	<b>Current School Resources and Practices</b>
<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 Sage Canyon are currently using the adopted standards-based materials as the core instructional program.</p>

**Academic Program Survey: Analysis of Current Conditions**  
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>2. Instructional Time</p>	<p>2.1 The school complies with and monitors implementation of instructional time for the adopted programs for <u>reading/ language arts</u>. This time should be given priority and be protected from interruptions.</p> <p>K 60 minutes daily 1-3 2.5 hours daily 4-5 2 hours daily 6 1-2 hours daily</p> <p>2.2 The school provides additional time for reading/ language arts students taking the intervention reading program:</p> <p>K 30 minutes daily 1-5 30-45 minutes daily 6 2-3 hours daily</p> <p>2.3 The school provides time allocations for <u>mathematics</u>. This time should be given priority and be protected from interruptions:</p> <p>K 30 minutes daily 1-6 60 minutes daily</p> <p>2.4 The school provides additional time for mathematics students needing intervention:</p> <p>K-5 15 minutes daily 6 30 minutes daily</p>	<p>Classroom schedules are turned in to site administration at the beginning of each school year. The schedules reflect the required amount of instructional time in reading/language arts and mathematics. The instructional day is protected from excessive interruptions.</p> <p>Additional time is scheduled for reading intervention and mathematics.</p>

**Academic Program Survey: Analysis of Current Conditions**  
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>3. School Principal's Instructional Leadership Training</p>	<p>3.1 The district provides the school's principal (and 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>The Principal has a clear Administrative credential</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 teachers at Sage Canyon School are fully credentialed and possess either a CLAD or BCLAD certificate.</p> <p>Classroom teachers participated in SB472 training, when the adopted language arts curriculum, Houghton-Mifflin, was adopted by DMUSD in 2003-2004</p> <p>The Del Mar Union School District provides in-house professional development in mathematics for teachers as part of the Wednesday PLC program.</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>In reading, writing, and mathematics, students are assessed with common grade level and/or District assessments a minimum of three times each year. These assessments occur at the beginning of each year, at mid-year and again at the end of the year. In addition, teachers utilize ongoing formative assessments to help determine student progress and for instructional planning. Students struggling academically as well as those who are English Learners, are assessed more frequently to monitor progress and determine instructional pathways. Student progress is formally reported at least three times each year using a district wide standards-based report card.</p>

**Academic Program Survey: Analysis of Current Conditions**  
(continued)

Essential Component	Objective	Current School Resources and Practices
<p>6. On-going Instructional Assistance and Support for Teachers</p>	<p>6.1 The school provides instructional assistance and support to teachers of <u>reading/language arts</u>. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school provides instructional assistance and support to teachers of <u>mathematics</u>. The possible options are the same as above with specialists in mathematics.</p>	<p>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 Sage Canyon staff during predetermined site PLC collaboration meetings.</p> <p>Support staff have been hired to help students in Mathematics. The support staff member works with small groups of children who are either exceeding grade level standards or who are determined to be at risk.</p>

(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 Sage Canyon 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>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 2009, grade level representatives from across the District met to determine essential standards at each grade level. Essential Standards are identified as those State standards that 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**

**Sage Canyon  
2010 - 2011**

6 POINT INCREASE IN API

MET 13 OF 13 AYP CRITERIA

100% PARTICIPATION RATE

<b>Annual Measurable Objectives (AMO) Percent Proficient or Above</b>								
Academic Performance Index	2010 Base				2011 Growth			
	973				979			
	Language Arts 2009 Target: 67.6%				Mathematics 2008 Target: 68.5%			
	2010	2011	<i>Growth</i>	Met 2011 AYP	2010	2011	<i>Growth</i>	Met 2011 AYP
School-wide	92.4	94.0	1.6	Yes	94.1	95.6	1.5	Yes
Asian	98.4	97.0	-1.4	*	99.2	99.3	0.1	Yes
Hispanic	90.9	90.5	-0.4	*	86.4	90.5	4.1	*
White	90.6	92.9	2.3	Yes	92.7	94.5	1.8	Yes
English Learners	93.9	90.1	-3.8	*	98.0	94.2	-3.8	*
Students with Disabilities	75.6	79.5	3.9	*	84.6	84.3	-0.3	*

*\*Not a significant subgroup*

**CELDT**  
*Scoring Levels*

Sage Canyon	2009-2010		2010-2011	
	Number	Percent	Number	Percent
<b>Level 1: Beginning</b>	0	0%	4	8%
<b>Level 2: Early Intermediate</b>	0	0%	2	4%
<b>Level 3: Intermediate</b>	6	20%	14	26%
<b>Level 4: Early Advanced</b>	15	50%	26	49%
<b>Level 5: Advanced</b>	9	30%	7	13%

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### *Attain deep implementation of rigorous, standards-based writing instruction*

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

Means of evaluating progress toward this goal:

- District Writing Assessment (DWA)
- California Standards Test (CST)
- On-demand writing assessed with teacher-created common scoring rubrics
- Teacher-created formative assessments focused on language conventions
- Teacher self and peer reflections from classroom observations

#### **Summary of Data/Rationale:**

In August 2010, a facilitated staff analysis of CST scores revealed that the content clusters of relative weakness within the ELA portion of the CST test included written conventions at grades 3, 5, and 6, and writing strategies at grades 2 and 3.

During the 2010-2011 school year, teachers that participated in the DMUSD Language Arts Committee continued school-wide dialogue with teammates about the writing curriculum and best practices in writing instruction. All teachers attended three days of district sponsored staff development with Nancy Fetzer. In addition, 75% of the teaching staff attended the Learning Headquarters standards based writing professional development, with the remaining 25% participating in the summer or fall of 2011.

Analysis of Spring 2011 CST scores revealed that overall gains were made in at Grade 2 , Grade 3, and Grade 4. While gains were not made at Grades 5 and 6, Grade 5 increased the percentage of students in the advanced level by 6%, and grade 6 increased the percentage of students in the advanced level by 5%. Gains in the advanced category were also made at grade 2 (5%) and grade 3 (4%). Students at the not proficient levels (B, BB, FBB) decreased at every grade level except grade 5, which experienced a 4% increase (3% BB and 1% FBB).

#### **Spring 2010 to Spring 2011 CST: English Language Arts Proficiency Level Growth**

	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4th Grade		5 <sup>th</sup> Grade		6th Grade	
	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv	Prof/Adv	Adv
2011	95	75	88	59	100	84	91	81	95	83
2010	93	70	86	55	94	84	95	76	96	78

After focused efforts during the 2010-2011 school year in the CST ELA content clusters of relative weakness (written conventions at grades 3, 5, and 6, and writing strategies at grades 2 and 3), noticeable gains were made. In addition, gains in word analysis/vocabulary development were made at 4 of the 5 grade levels assessed (2009-2010 area of focus).

**Spring 2010 to Spring 2011 CST: English Language Arts  
Mean Percent Correct on ELA Subtests**

	<i>Word Analysis/ Vocabulary Development</i>		<i>Reading Comprehension</i>		<i>Literary Response</i>		<i>Written Conventions</i>		<i>Writing Strategies</i>	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
2nd	90	89	85	87	91	91	88	90	82	86
3rd	87	88	85	86	90	90	81	83	84	81
4th	90	92	87	83	92	90	88	88	84	83
5th	83	86	85	86	90	89	87	86	88	83
6th	88	93	82	80	85	86	87	90	80	86

	Spring 2010-- lowest mean percent correct for grade level on ELA subtest
	Spring 2011 gain over mean percent correct for grade level on ELA subtest in 2010

**Goal Objectives:**

All grade level PLC teams develop and implement a team SMART goal that focuses on the implementation of rigorous, standards-based writing instruction.

The Sage Canyon staff will demonstrate classroom instructional practices that exhibit the implementation of rigorous, standards-based writing instruction during the 2011-2012 school year.

**2011-2012 SMART Goals**

Kindergarten

Using the new kindergarten narrative prompt and rubric, 50% of kindergarten students will receive a secure score in the Organization and Ideas area. (*Writes a sentence, including-who or what and when or where. The sentence will recount a single event or several loosely linked events.*)

- Administer new narrative DWA each trimester to identify students who are
- developing, secure or advanced.
- Utilize Learning Headquarters strategies in writing instruction to teach mechanics, spelling and grammar.
- Incorporate Nancy Fetzer strategies and lessons for developing organization and ideas
- Analyze formative writing samples along the way to guide our instruction

First Grade

Increase by 80% the number of students receiving a secure score on the District Narrative Writing Assessment in Organization and Ideas, Sentences and Word Choice, Voice and Style, and Mechanics, Spelling, and Grammar by the end of the 3<sup>rd</sup> trimester (May 2012).

- Teacher Write/Modeling
- Guided Writing Activities
- Small Group Mini Lessons
- Partner Writing
- Nancy Fetzer Red Light/Green Light Strategy
- Improve student achievement in writing by authentically modeling each stage of the writing

process through daily, bi-weekly think alouds and shared/modeled writing learning experiences

### Second Grade

By the third trimester 100% of second grade students will receive a secure score on the District Narrative Writing rubric in the area of Sentences and Word Choice.

- Improve student achievement in writing in the area of sentences and word choice by incorporating skill building learning activities such as powerful sentences and fancy words into daily writing instruction

### Third Grade

Increase by \_\_\_ % the number of students receiving a secure score on the District Narrative Writing rubric in the area of Organization and Ideas by the end of the 2<sup>nd</sup> trimester as compared to the 1<sup>st</sup> trimester scores.

- Improve student achievement in writing in the area of organization and ideas by incorporating scaffolds and structures such as foldables, graphic organizers, and visual charts into daily writing instruction.
- Use of Nancy Fetzer's tools and activities for Organization and Ideas in narrative writing
  - Powerful Sentences
  - Prewriting Graphic Organizer
  - Emotion Cards
  - Think, Do, Say Bubbles
  - Come Alive Box

### Fourth Grade

By the end of the 2011-2012 school year, 90% of fourth grade students will achieve a score of secure or advanced in the area of organization and ideas as measured by the fourth grade district narrative writing rubric.

- To improve student achievement in the area of organization and ideas in narrative writing by incorporating activities that develop story elements, graphic organizers, think alouds, and shared and modeled writing.

### Fifth Grade

By the end of the 2011-2012 school year, 90% of fifth grade students will be secure or advanced in the area of organization and ideas measured by the DMUSD Narrative Writing Rubric

- Come Alive Boxes
- Prewriting Graphic Organizer
- Reading/writing activities focused on each story element
- Modeled teacher writes
- Analyzing student examples
- Analyzing authentic texts
- Group activities that focus on individual story elements.
- Evaluating characters from read aloud.
- Creating a Writing Folder Tool Chest full of tools to help students create ideas and help organize writing.

### Sixth Grade

By May of 2012, at least 80% of sixth grade students will demonstrate proficiency in the areas of sentence structure and comma usage, as measured by teacher created rubrics for assessing the various genres of 6<sup>th</sup> grade writing throughout the year.

- Improve student achievement in writing in the area of sentences and word choice by integrating powerful sentences lessons during the expository essay writing research project as well as during daily writing experiences.

- Improve students' scores/ability in the area of literature response questions
- Model thought process & how to respond to literature questions in class, Have students respond to questions in small groups/partners. Discuss as a class what makes a good response.
- To improve student writing by increasing the number of opportunities (from three times annually to bi-monthly) for students to self-assess their writing using rubrics, on demand instructions, and checklists.
- Utilize rubrics in writing assignments by allowing students to look at models, list /highlight the criteria, and look at gradations of quality. Students will practice on their own work and exemplars. Students will utilize self-assessment, peer assessment and teacher consult.
- Model and teach sentence structure & correct usage of commas for every genre of writing.
- Assess various writing pieces in all classes; teachers will use a mini-rubric to determine proficiency for each student
- Integrate writing convention lessons for both sentence structure & comma usage into subject-based writing assignments/projects so that students are exposed to these concepts across the curriculum.
- Create writing prompt for each science chapter that allows students to demonstrate their science knowledge using a specific writing genre. (ie: Write a narrative about your journey to Earth's core.)

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Implementers and Timeline</b>	<b>Related Expenditures</b>	<b>Resources</b>
<p><i>Improvement of instructional strategies:</i></p> <p>Grade levels/teachers will use common formative assessments to determine student progress toward grade level standards.</p> <p>Classroom teachers will provide differentiated instruction to provide support to students who are having difficulty mastering writing standards.</p> <p>Supplemental materials from Learning Headquarters may be purchased.</p> <p>All teachers will attend district writing staff development (3 days) with Nancy Fetzer focused on expository writing</p> <p>Teachers will attend Learning Headquarters 2-day Conference</p>	<p>Teachers/Admin/ Academic Support Staff August 2011 - June 2012</p> <p>August 2011 - June 2012</p> <p>August 2011 - June 2012</p> <p>August 2011 - June 2012</p> <p>July 2011 – December 2012</p>	<p>Personnel</p> <p>Nancy Fetzer Substitute costs</p> <p>Conference fees Substitute costs</p>	<p>PLC Wednesdays</p> <p>Common Planning Time</p> <p>ESC for 5<sup>th</sup> grade</p> <p>SIP</p> <p>SIP District Staff Development Funds</p> <p>SIP</p>

<p><i>Increased educational opportunity:</i></p> <p>Grade-level formative assessments and District Writing Assessments will be used to guide instruction and target learning needs of all students in order to address areas of need through additional instruction or re-teaching.</p>	<p>October 2011-June 2012</p> <p>Teachers</p>	<p>Personnel</p>	<p>PLC and common planning time</p>
<p><i>Staff development and professional collaboration:</i></p> <p>The first and third Wednesdays of each month will be used for either school-wide or grade level specific Professional Learning Community collaboration and staff development</p> <p>During each trimester of the 2011-2012 school year, school-wide vertical PLC teams will be used for collaboration and benchmarking progress toward achieving grade level team SMART goals and best practices.</p> <p>The Extended Studies Schedule will be coordinated to allow grade levels common time for further collaboration.</p>	<p>Teachers/Admin August 2011-June 2012</p> <p>Teachers/Admin August 2011 -June 2012</p> <p>August 2011</p>	<p>Personnel</p> <p>Personnel</p> <p>Personnel and ESC teachers</p>	<p>PLC and common planning time</p> <p>PLC and common planning time</p> <p>District DMSEF funding</p>
<p><i>Involvement of staff, parents and community:</i></p> <p>CST results are shared with parents through the SARC, school website, SSC and PTA meetings.</p> <p>Parents receive individual student reports. The reports are mailed home each August. Parent conferences are held in the fall and spring of each school year.</p> <p>Parents of struggling students are involved in the discussion and development of effective strategies for success through the SST process.</p>	<p>Admin August 2011-June 2012</p> <p>Teachers August 2011-June 2012</p> <p>School Staff/Admin August 2011-June 2012</p>	<p>Substitutes</p>	<p>site funds</p>

<p><i>Monitoring program implementation and results:</i></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>		
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**DEL MAR UNION SCHOOL DISTRICT  
CATEGORICAL PROGRAMS  
SERVICES PROVIDED BY CENTRAL STAFF  
ADMINISTRATIVE SERVICE CENTER**

<i>Purpose</i>	<i>Description of Services</i>
<p>Program Administration</p>	<p>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.</p>
<p>Instructional Support</p>	<p>Educational Services staff provide 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.</p>
<p>Staff Development and Parent Involvement</p>	<p>Educational Services staff provide assistance in staff development needs by providing training in areas relative to the Consolidated Application programs. The District Parent Advisory Committee serves as one vehicle through which parent input is solicited concerning many categorical issues. The committee supports the operation of all Consolidated Application programs, including any parent involvement components.</p>
<p>Fiscal Services</p>	<p>Fiscal staff provides assistance in determining allocation of financial resources, processing expenditure requests, and monitoring budget balances.</p>
<p>Program Evaluation</p>	<p>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.</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.

**Sage Canyon**

<b>2011 – 2012</b>		
<i>Program</i>	<i>Site Allocation</i>	<i>Purpose of Funds</i>
Economic Impact Aid/English Learner Program/State Compensatory Education (EIA)	\$ 15, 565	support targeted at-risk Kindergarten, first and second grade students in the area of literacy through the support of a .40 FTE literacy intervention teacher
English Language Acquisition Program (ELAP)	\$ 1,602	support 4-6 grade ELD learners through the support of a designated instructional assistant
School Improvement Program (SIP)	\$ 34,175	see attached SIP budget

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*

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

**Sage Canyon  
SIP Budget Proposal**

<b>Proposed Expenditures</b>	<b>Amount</b>
<p><b>Staff Development</b></p> <p>These funds support the ongoing professional development of all Sage Canyon staff. Funding provides workshop fees, travel/lodging expenses, presenter fees, professional books and materials, and teacher professional development release days.</p> <p>Staff development during the 2011-2012 school year will support the school-wide educational goal of <i>attaining deep implementation of rigorous, standards-based writing instruction</i></p>	<b>\$10,000.00</b>
<p><b>Instructional Materials</b></p> <p>These funds are for supplemental instructional materials not covered by district general textbook funds. Materials include: AIM Higher Reading Comprehension materials (grade 3), Time for Kids (grades 2-6), Weekly Reader (grade 1), Learning Headquarters Writing materials (grades K-6), math problem solving and enrichment materials (grades K-6), Phonics and phonemic awareness materials (grades K-2), student agenda/planners (grades 4, 5, &amp; 6), QuickWord Books (grades K &amp; 2), Read Naturally reading fluency program and materials (grades 2-5), and leveled trade books to support both fiction and non-fiction reading comprehension (K-6).</p>	<b>\$9,175.00</b>
<p><b>Technology</b></p> <p>These funds support the ongoing expenditures for technology for staff, students, and the tech labs, including supplies, media software, and media hardware. Goals include increasing teachers skills and use of technology as a tool to support the school-wide educational goal of <i>attaining deep implementation of rigorous, standards-based writing instruction</i>.</p>	<b>\$15,000.00</b>
<b>Total Allocation/Expenditures</b>	<b>\$ 34,175.00</b>

Date Approved by School Site Council: November 29, 2011

## 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
Peg LaRose	X				
Nicole Ortega		X			
Marian Rubino			X		
Michelle Shaver		X			
Shauna Friedemann		X			
Lori Anapoell				X	
Steven Brumer				X	
Lexi Hull				X	
Chris Lien				X	
Diana Li				X	
Numbers of members of each category	1	3	1	5	0
Total for each group (must be equal)		5		5	

## RECOMMENDATIONS AND ASSURANCES

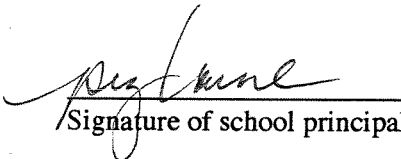
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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: November 29, 2011

Attested:

Peg LaRose, Ed.D

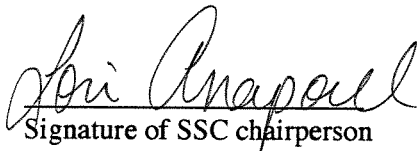
Typed name of school principal

  
Signature of school principal

11/29/11  
Date

Lori Anapoell

Typed name of SSC chairperson

  
Signature of SSC chairperson

11/29  
Date