

Del Mar Union School District

Sage Canyon School

School Plan for Student Achievement

2023-2024

Date Approved by School Site Council: October 23, 2023

Date Approved by District Board of Trustees:

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Purpose and Description

The School Plan for Student Achievement (SPSA) is a comprehensive document outlining the goals, strategies, and actions selected to support students in meeting academic expectations and ensuring their social-emotional well-being. It is developed in collaboration with site administration, teachers and parents and reflects the needs identified through an analysis of state and local data. The plan is updated annually and is aligned with state and federal requirements and with the district's Local Control Accountability Plan (LCAP) and the district's strategic plan, Destination 2028.

School Profile

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth grade students. This year is our 23rd year serving approximately 485 students in 23 general education classrooms and one special day classroom. Kindergarten through third grade classrooms maintain a student to teacher ratio of approximately 22:1 while fourth through sixth grade maintain a 28:1 ratio. Sage Canyon's student population represents six different ethnic groups and 19 different languages.

Through a commitment to social, emotional, and academic growth as well as a welcoming and inclusive school environment, Sage Canyon maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of our community. Daily, students further develop critical thinking skills, curiosity, and communication skills. We are committed to providing an innovative, personalized, relevant educational program for all of our students. Our goal is for each child to realize his or her full potential.

In addition, we want each child to develop strong self-esteem and good character. All Coyotes practice developing the Sage Success Skills including empathy, embracing diversity, grit, integrity, and self-control. We practice developing these skills through the use of the Second Step Curriculum.

Through our STEAM+ Program, we offer weekly classes taught by credentialed specialists in the area of art, technology, physical education and science. We also offer a primary Spanish program for our students in grades K-3. All students receive weekly music instruction through our partnership with the Center for World Music. We want learners to develop a passion for science, to become excellent at applying mathematical knowledge to solve problems, and to have a clear understanding of technology as an important tool in learning. We want our Coyotes to be physically fit, as well as have an appreciation for the fine arts.

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!

Our Coyote Creed

We are the Sage Canyon Coyotes.

We...

Show EMPATHY toward others.

Celebrate the DIVERSITY among us.

Have INTEGRITY and do what is right.

Display GRIT by accepting frustrations
as a part of learning.

Demonstrate SELF-CONTROL by being
responsible for ourselves.

Together our “band” is stronger...

We are Coyotes!

Educational Partner Engagement

Sage Canyon School seeks input from all our educational partners, including teachers, parents, and students, to ensure a robust learning environment and responsive school culture. Our school engages parents and community members through regular PTA and School Site Council (SSC) meetings. Input from the community is gathered through an annual spring survey. In addition, site and district plans are informed via site level student, staff, and parent focus group sessions and through regular classroom visits. Specific feedback regarding SPSA was gathered during the following meetings:
May 18, 2023.

Destination 2028

Destination 2028! is a comprehensive strategic plan which includes both the collective vision that articulates our community's aspirations for all of our students, and the set of priorities to inform how we focus our energy and resources in our schools to meet the needs of all students so our students are prepared to thrive in a complex and rapidly changing world.

Our Vision:

Unrelenting pursuit of the extraordinary school experience.

Our Mission:

To ignite genius and empower students to advance the world.

Belief Statement:

We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.

We believe:

The school experience is built upon a strong academic foundation within a safe, secure environment.

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

In developing grit, perseverance, and a passion for learning.

In empowering students to be thinkers and change makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

Our students, as engaged citizens, will positively impact their community and the world.

PORTRAIT OF A LEARNER COMPETENCIES

Our Portrait of a Learner articulates our community's aspirations for all our students, identifying the skills, mindsets, and competencies that our students need for success in this rapidly changing world.



ADAPTABILITY

- Works effectively in a climate of uncertainty and changing priorities.
- Demonstrates agility in thoughts and actions.
- Responds productively to feedback, praise, setbacks, and criticism.
- Understands, negotiates, and balances diverse views and beliefs to reach workable solutions.
- Demonstrates flexibility when engaging in various roles and situations.



CRITICAL THINKING

- Improves the quality of one's own thinking by being inquisitive, curious, and reflective.
- Seeks out information, discerns between sources of varying quality, analyzes both sides of an argument, and proposes solutions.
- Applies thinking that is clear, rational, open-minded, and informed by evidence.
- Identifies, evaluates, and prioritizes solutions to difficult or complex situations.
- Implements and reflects critically on a solution.



GLOBAL CITIZEN

- Values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, local, and global responsibility through ethical and empathetic behaviors, and understands the local and global implications of civic decisions.
- Contributes and takes action to make the world a better place.



EMOTIONAL INTEGRITY

- Demonstrates awareness, sensitivity, concern, and respect to connect with others.
- Exhibits empathy, self-awareness, conflict resolution, confidence and the ability to learn from mistakes.
- Builds positive relationships, works collaboratively and makes decisions based on personal values and goals.
- Acts with empathy and compassion to make positive contributions to the world.



LEARNER'S MINDSET

- Embraces curiosity and eagerly explores the world around them.
- Possesses the desire to learn and confidently perseveres through new and/or challenging learning experiences.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Develops positive attitudes and beliefs about learning.
- Demonstrates agency and ownership over one's learning.



DEPTH OF KNOWLEDGE

- Develops and draws from integrated and connected knowledge across academic disciplines.
- Transfers knowledge in combination with new learning to deepen understanding, influence conclusions, and seek solutions.
- Applies content knowledge in routine and innovative ways in real-world situations.
- Acquires knowledge through the process of thinking deeply by applying internalized structures for organizing thinking.
- Articulates thoughts and ideas effectively for a range of purposes and audiences.



Four Levers

The Del Mar Union School District develops students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community. Three levers identify the means or agency of achieving this end.

Lever One: Learning Experience

Every learner receives equitable access to a strong academic core and high-quality instruction so that students think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

Lever Two: Responsive and Caring Culture

Individuals are respected and valued for their unique contributions and diverse perspectives. There exists a shared commitment to a culture of excellence grounded in empathy, compassion, and common purpose.

Lever Three: Stewardship of Resources

Human capital, fiscal resources, and facilities intentionally align in support of the extraordinary school experience.

Lever Four: Design Influence

Rich and meaningful learning occurs at the intersection of purposeful, engaging learning, innovative thinking, and a compelling curriculum. The physical environment across all learning spaces supports rich and meaningful learning by influencing how individuals interact, their behaviors, and their engagement in authentic personal and collective learning.

Destination 2028 -Site Planning

Lever # 1: Learning Experience and Lever Four: Design Influence

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Needs Assessment - Metrics*

Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes	Metric	Baseline 2022-2023 performance			2023-24 Expected Outcomes
Smarter Balanced Grades 3-6, English Language Arts Performance Level/ Percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA		Smarter Balanced Grades 3-6, Mathematics Performance Level/ Percent Meets and Exceeds	2022-23 Dashboard Performance Level	2023 SBA % Meets and Exceeds	# Students SBA	
Schoolwide	Very High	92%	336	Increase by at least 1%	Schoolwide	Very High	93%	336	Increase by at least 1%
Asian	Very High	97%	126	Increase by at least 1%	Asian	Very High	98%	126	Increase by at least 1%
Hispanic	Very High	84%	32	Increase by at least 1%	Hispanic	Very High	72%	32	Increase by at least 1%
White	Very High	89%	153	Increase by at least 1%	White	Very High	92%	153	Increase by at least 1%
Special Education	Very High	72%	36	Increase by at least 1%	Special Education	Very High	67%	36	Increase by at least 1%

Metric	Baseline performance	2023-2024 Expected Outcomes
English Learner Performance Indicator (ELPI) % of English learners Students who have gained at least one level or maintained level 4	100%	Maintain Baseline
Reclassification Rate - % of English learners who have reclassified	13%	Maintain or increase baseline

*All SBA are preliminary. Official data will be released during the 2023-2024 school year. All performance level data reflects the 2022-23 California School Dashboard which are based on 2021-22 data. Student group must be at least 30 to receive a performance level. Students in grades 3-6 are included.

Needs Assessment - Analysis

What are the schools strengths and opportunities for growth related to this goal. Review data provided and other available information to help inform the needs assessment.

Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Sage Canyon School has demonstrated a significant strength in ensuring our students experience high quality instruction. Academic data consistently reflects our students performing at a high level. This is further supported by classroom observations where teaching strategies and differentiation are used to foster collaboration and critical thinking. Additionally, Sage Canyon School’s commitment to collaborative professional development has been evident through the strong sense of teamwork among educators. However, academic data, student feedback, and classroom observations suggest that we can build on our strengths by increasing opportunities for dialogue among students to further deepen their understanding and make connections across content areas. In addition, teachers require support and professional learning opportunities in ways to promote student agency through the environment as well as the designing of learning opportunities.

LCAP Goal 1: Students will experience high-quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students’ experiences will build upon their passions, interests, and strengths.

Goal 1, Priority Actions					
Action #	Action Description	Student Group Served	Who Leads?	Resources Needed	Expenditure
1	Implement and refine school-based systems to provide academic tiered intervention based on targeted student need.	All students	Principal	Collaboration Time	\$0
2	Provide Tier 2 intervention in the area of reading for identified students	All students	Principal District Leadership Reading Intervention Teacher	District Reading Intervention Teacher	\$0

3	Support students' academic success through the continued development and implementation of co-teaching.	All students	Principal Instructional Services Coordinator	Collaboration Time	\$0
4	Essential Elements of Instruction: Provide differentiated learning opportunities for staff, based on experience in DMUSD, need, and assignment.	All students	District Leadership Principal	Substitutes	\$0
5	Creating a Culture of Thinking: Teachers will continue to engage in differentiated professional learning opportunities in a culture of thinking, including opportunities to participate in a fellows teacher leadership group as well as continued learning using a cohort model.	All students	District Leadership Principal Teachers	Substitutes	\$5,000
6	Continue differentiated training of all teachers in grades K-6 teachers to support a conceptually based mathematics program. Provide topic options for teachers who have completed grade level training	All students	District leadership Principal District Math TOSA Teachers	Substitutes	\$0
7	English Learners with a performance level of level 1 or 2 on the 2023 Summative ELPAC or who are newly identified this year will use Imagine Learning, a supplemental resource.	English learners	District Leadership Principal Teachers	Imagine Learning Platform	\$0
8	Implement strategies for celebrating students who reclassify fluent English proficient (RFEP)	English learners	Principal Teachers		\$200
9	Supplementary instructional materials such as Razz Kids, Scholastic, Time will be provided for individuals to continue to access material at an appropriate level	All students	Principal Teachers		\$2,000

10	Invest in sensory items and social emotional materials to assist students with social emotional regulation	All students	School Counselor Special Education Team Principal		\$1,000
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Annual Review

Will be completed as part of the 2024-25 Plan development.

Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

Destination 2028 -Site Planning
Lever Two: Responsive and Caring Culture

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Needs Assessment - Metrics									
Chronic Absenteeism Performance Level	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome	Suspension Rate Performance Level	Baseline 2022-2023 Dashboard			2023-2024 Expected Outcome
		%	#				%	#	
Schoolwide	Medium	5.9%	35	At least -0.5%	Schoolwide	Very Low	0.3%	2	M or D*
Asian	Low	3.6%	8	At least -0.5%	Asian	Very Low	0%	0	M or D
Hispanic	High	12%	11	At least -3.0%	Hispanic	Very Low	0%	0	M or D*
White	Medium	5.7%	15	At least -0.5%	White	Low	0.8%	2	M or D
Two or More Races	Low	2.8%	1	At least -0.5%	Two or More Races	Very Low	0%	0	M or D*
English Learners	Medium	8.1%	5	At least -3.0%	English Learners	Very Low	0%	0	M or D
Students with Disabilities	Medium	8%	7	At least -3.0%	Students with Disabilities	Medium	2.3%	2	At Least -.03
Social-Emotional Survey % of student at the healthy level on The SELweb survey	Baseline to be established in the 2023-2024 school year								

*M or D: Maintain or Decrease Baseline

Needs Assessment - Analysis

What are the schools strengths and opportunities for growth related to this goal. Review data provided and other available information to help inform the needs assessment

Sage Canyon School has demonstrated significant strength in fostering a positive and inclusive learning environment. Data from classroom observations, student, teacher, and community feedback reflect that learning opportunities focused on social emotional learning and diversity, equity, and inclusion are valued. The results of these learning opportunities and the school’s commitment to school being a place of equity, emotional safety, and meaningful relationships are evident across the school campus. However, the attendance data shows a need to continue to educate our school community on the importance of regular attendance and the opportunity for independent study when needed. Sage Canyon School will be implementing an attendance team to gather attendance data and address the needs and barriers of individual students. In addition to educating families on attendance, teachers require support in expanding their understanding and implementation of multi-tiered systems of support to further promote positive attendance.

LCAP Goal 2: Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Goal 2, Priority Actions					
Action #	Action Description	Students Served	Who Leads?	Resources Needed?	Expenditure
1	Support students’ academic and social-emotional well-being through the collaboration of counselors and instructional staff as part of a multi-tiered system of support.	All Students	Principal Counselor MTSS Team	MTSS Team Hourly Pay	\$1,000
2	Staff and parents will engage in an articulated learning sequence around diversity, equity and inclusion.	All Student	Principal District TOSA	Planning and collaboration time	\$0

			Site based Diversity, Equity, and Inclusion Team		
3	Maintain No Place for Hate status by completing all required activities	All students	Principal Teachers	Planning and collaboration time Materials for activities	\$1,000
4	Use Second Step Curriculum consistently across all grade levels	All student s	Principal Teachers	Planning and collaboration time	\$0
5	Administer xSEL survey to all students, Grades K-6 twice each year. Establish baseline for K-6 administration in order to use results to determine student needs and guide instructional decisions for social-emotional learning	All students	Principal Counselor District Instruction Service Staff	Survey Planning and collaboration time	\$0
6	Communicate the importance of regular attendance to all families	All students	Principal Teachers	Planning and collaboration time	\$0
7	Principal and counselor to communicate and problem solve with families when students are identified as being chronically absent	All students	Principal Teachers	Planning and collaboration	\$0
8	Principal and teachers to communicate with families about Independent Study for planned absences longer than 5 days less than 20	All students	Principal Teachers Attendance Team		\$0

9	Staff will participate in professional learning focused on positive behavior interventions and support (calm corner, zones of regulation, positive reinforcement systems)	All students	Principal Teachers District Inservice Teams		\$0
10	Communicate counseling services to students and families	All students	Principal Counselor		\$0
11	Staff will participate in modernization professional learning focused on environment	All students	Principal Teachers District Inservice Teams		\$0

Annual Review

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Describe the overall implementation of the actions and the overall effectiveness to achieve the goal. Include any major differences in the intended implementation or budgeted expenditures. Describe any changes that will be made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis.

**Budget
2023-2024**

Allocation	
School Site Improvement Funds	\$30,966

* Includes \$ 14,855 22-23 carryover

Budget Proposal	
Proposed Expenditure	SIP Funds Amount
School Site Improvement Funds	\$30,966
TOTAL	\$30,966

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 through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	A			B
	Principal	Classroom Teacher	Other School Staff	Parent or Community Members
Maria Parker	x			
Eva Ho-Arick		x		
Fred Bettig		x		
Xinying Xin				x
Preeti Goel				x
Sonja Gilliam				x
Numbers of members of each category	1	2		3
Total for each group (must be equal)	3			3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section A.

Recommendations and Assurances


The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
- The School Site Council reviewed its responsibilities under state law and district governing board policies.
- The School Site Council sought and considered all recommendations from the English language Advisory Committee when applicable.
- The School Site Council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met.
- 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.
- The school plan is in alignment with the District's Local Control Accountability Plan (LCAP).

The School Site Council adopted this school plan and site strategic plan on October 23, 2023.

Attested:

Maria Parker
Typed name of school principal


Signature of school principal

10/23/23
Date

Sonja Gilliam
Typed name of SSC chairperson


Signature of SSC chairperson

10/23/23
Date