



California Department of Education
2015 California Gold Ribbon Schools Program

Middle and High School Application: Part A



Exemplary Education Programs ~ [Optional—additional application(s) required.]

Arts Education ☐ Yes; Career Technical Education ☐ Yes; Physical Activity & Nutrition ☒ Yes

37737910105684

County-District-School (CDS) Code – 14 Digits

San Diego

County Name

San Marcos Unified School District

District Name

San Elijo Middle School

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

1600 Schoolhouse Way

Mailing Address

San Marcos 92078

City and Zip Code

760 290-2800

Area Code and Phone Number

2803

Ext.

760 -290-2828

Area Code and Fax Number

Doug.Hall@smusd.org

Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Dr. Kevin Holt

District Superintendent's Name

Kevin.Holt@smusd.org

District Superintendent's e-mail



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Douglas Hall

Principal's Name

Principal's Signature

Date

School Information

- Current school enrollment: 1840
- Which category best describes where your school is located?
☐ Urban ☒ Suburban ☐ Rural
- Does your school receive Title I funding? ☐ Yes ☒ No
 If yes, indicate type of services: ☐ School-wide ☐ Targeted Assistance
- What is your school calendar? ☒ Traditional ☐ Year-round ☐ Modified
- Is your school a charter school? ☐ Yes ☒ No
- Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>3</u>	<u>0</u>
Classroom teachers	<u>63</u>	<u>3</u>
Counselors	<u>2</u>	<u>2</u>
Credentialed librarians	<u>0</u>	<u>0</u>
Nurses	<u>1</u>	<u>2</u>
Psychologists	<u>1</u>	<u>0</u>
Technology/media specialists or technicians	<u>0</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>11</u>
Campus resource officers	<u>1</u>	<u>0</u>
Other staff (<i>specify</i>) <u>Office, Custodial</u>	<u>16</u>	<u>18</u>
Total staff	<u>88</u>	<u>34.5</u>

Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

County

San Marcos Unified School District

District

San Elijo Middle

School

1600 Schoolhouse Way

Street Address

San Marcos 92078

City and Zip Code

Douglas Hall

Principal

760-290-2800

Area Code and Phone Number

2803

Ext.

San Diego International Airport / Lindberg Field

Name and Location of the Nearest Airport

North Interstate 5

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Come out of Lindberg Field onto Harbor Drive. Take Interstate 5 north for 30 miles. Exit La Costa Avenue and turn right or east. Continue on La Costa Avenue to Rancho Santa Fe Road. Make a left or go north on Rancho Santa Fe Road. Continue for approximately 3 miles and turn right on San Elijo Road. Continue on San Elijo Road passed the Albertson's shopping complex to the center of town. The Main entrance to San Elijo Middle School is located at the corner of Rancho Santa Fe and Elfin Forest Road. The best place to park is on the hill on the right hand side of San Elijo Road just past our library. (Please note that the center of town has several one way only streets)

San Elijo Middle School

School Overview

The San Elijo Middle School Family believes all students must be challenged through high expectations and rigorous academic standards. Working together as a learning community we provide every child with the tools necessary to meet the intellectual, social, emotional and physical challenges of the twenty-first century. We ensure equitable access to learning so that all children reach their true potential. It is only through our daily demonstrations of respect that we truly celebrate our uniqueness as well as our diversity. In this way we become a community of learners, aware of each others' strengths and needs. We supply the support and structure required for every student to succeed via our Student Intervention Monitoring System (SIMS). All members of the San Elijo Middle School Community educate the whole child and provide a meaning centered Common Core curriculum that connects learning to the student's world. Working as a true team, our staff cooperates to ensure optimum learning and growth for ALL students including Special Education, Second Language Learners, Foster Care, and Socioeconomically Disadvantaged students in a continuum of learning format.

SEMS is one of three middle schools in a unified district of over 20,000 students and serves a community located in one of San Diego County's fastest growing areas. Our current student population represents a mix of socioeconomic levels from below poverty to extremely high wealth. The entire SEMS staff is committed to developing SEMS into a school that captures the majority of the concepts of "Caught in the Middle" and "Taking Center Stage". Our master schedule includes grade level and (RTI) Response To Intervention teams for coordination of student issues, and interdisciplinary teaming of Common Core instruction. All three grade levels have teams consisting of three to six regular education teachers and a special education teacher, all of who have the same students in common. Teachers have uninterrupted common planning time daily - a structure for regular collaboration. In addition to our regular education population, we house Specialized Academic Instruction, severley handicapped and functional skill classes at San Elijo Middle School; and those students are integrated into regular education classes, as much as possible. Our school is committed to the belief that "All Students Can Learn". We feel that creating cohesive and effective teams and using our student intevention management system is the best practice in achieving our goals for students. Staff members are supported for their ideas and initiative to make a connection with each and every one of our 1840 students. Our school motto is "I Am Responsible for Myself," and we believe that students should do more than learn; they should learn to think for themselves, in order to become responsible, contributing members of our global society.



California Department of Education
2015 California Gold Ribbon Schools Program
Middle and High School Application: Part B



(San Elijo Middle School)

Model Program Summary

1. Name of Model Program:

Response to Intervention (RTI) and Student Intervention Monitoring System (SIMS)

2. How long has this Model Program been in place?

☐ Less than 2 years ☒ 2-4 years ☐ 5-8 years ☐ 8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- ☐ Career Technical Education
- ☒ Chronic Absenteeism and Dropout Prevention
- ☐ Civic Education Awareness
- ☒ Closing the Achievement Gap
- ☒ Education Supports
- ☐ Nutrition and Physical Activity/Education
- ☐ Parent and Community Involvement
- ☐ Science, Technology, Engineering, and Mathematics
- ☐ Use of Technology
- ☐ Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- ☒ American Indian or Alaskan Native
- ☒ Asian
- ☒ Black or African American
- ☒ Filipino
- ☒ Hispanic or Latino

(Continued on next page)

(San Elijo Middle School)

☒ Native Hawaiian or Pacific Islander☒ White☒ Two or More Races

Other Student Groups:

☒ Socioeconomically Disadvantaged☒ English Learners☒ Students with Disabilities☒ At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)☒ English-Language Arts – Students Not Yet Proficient☒ English-Language Arts – Advanced Learners☒ Mathematics – Students Not Yet Proficient☒ Mathematics – Advanced Learners☒ Other Core Subject Areas – Students Not Yet Proficient☒ Other Core Subject Areas – Advanced Learners☐ Other (specify)

5. What strategies are used to implement the Model Program? (Check all that apply.)

Strategies:

☒ School Climate☒ Small Learning Communities☒ Parent Involvement☒ Data-Driven Decision Making☒ Health Support☒ Social/Emotional/Behavioral Support☒ Professional Development☐ Other (specify)

6. Is this model program initiated by your district and implemented district-wide?

Brief answer: Yes

Our schoolwide RTI and SIMS model program encompasses the four major goals of the San Marcos Unified School District's Local Control and Accountability Plan (LCAP) and our Single Plan for Student Achievement which embraces the "Whole Child" and "All Students Can Learn" philosophy that is deeply implemented into the culture present at San Elijo Middle School..

Your answer above should be yes. You must explain in your Model Program Narrative how your school ties the program/practice/strategy to your district LCAP, but more importantly, how your school has implemented this program at your school's site. Tell us how you are taking this district-wide program beyond normal expectations and making it an integral part of your school's successes—(remove these lines of text).

(San Elijo Middle School)

Model Program Narrative

1. Description of the Model

100% of all San Elijo Middle School students are included in the SEMS school-wide, tiered RTI (Response to Intervention) Program. Our School Site Council reviewed our student population and educational community needs and aligned our site goals directly to the recently adopted LCAP (Local Control and Accountability Plan) annual goals. A key LCAP goal is the necessity for a concerted effort to monitor the social, emotional, physical and intellectual needs of the whole child and compiling valuable data and intervention strategies by implementing both a common tiered Response to Intervention (RTI) at all 18 schools in our district. Our Student Intervention Monitoring System (SIMS) is being considered to be the SMUSD districtwide model.

Our continuum of education and student inclusion philosophy is the backbone of our SIMS model. Over the past 4 years, our staff has deeply implemented our Response To Intervention SIMS program to provide an inclusive education framework for all of our students. Our three tiered Response to Intervention program began as a movement focused on including both SAI and ELD students into as many regular education classes as possible. Initially, team leaders and department chairs kept notes on student progress and needs and submitted them to the counseling department, who then compiled the information which became invaluable at IEPs and other parent/student/teacher and counselor meetings.

Our SEMS population continued to grow at a very fast pace. The need for maintaining a reliable student monitoring system became apparent. The notes were then used in conjunction with numbered levels of intervention, so that the system would denote what was being done for each student, what strategies did not work and what successes were being celebrated in order to ensure all students were receiving State academic and performance based Common Core Standards.

Counselors and counseling interns were responsible for inputting student data at first, after teachers met in team meetings and conveyed their notes to the counseling department. The site leader met with the RTI team, including the school psychologist, on a weekly basis to review student progress and to discuss strategies for those students who were deemed high-risk, whether they were in SAI or regular classes. After using PLC (Professional Learning Community) team notebooks, with college mascots as the theme for that particular team, our administration and RTI leadership team, which promotes active technology, developed a data base on our site server for each team's student groups. Teachers, counselors and administrators had access, at various levels, to viewing the interventions and successes. In knowing what works for each student, that student had more of a likelihood of succeeding. If no successes were found, then the student would be moved to the next tier of interventions. Ever-improving and responding to all students' needs, SEMS has expanded our spreadsheet system to a online program aligned with our LCAP goals focusing on Student Progress and Parent Engagement.

2. Implementation & Monitoring of the Model

(San Elijo Middle School)

The concept of having SPED (Special Education/SAI) students in regular classes may seem daunting at first, considering the Master Schedule and class size numbers with an 1840 student population. However, SAI strategies work well for all students and can be developed on complicated or simpler levels. SAI teachers were instrumental in working with administration to suggest ways of going out to classrooms, rather than pulling students back into the SAI classrooms and assisted administration with the Master Schedule to maintain an equitable approach to instruction. Many regular education teachers welcomed the addition of another credentialed teacher or instructional aide to assist with the SPED students in the regular education classroom. Depending on the student's IEP and any tiered RTI information, a SPED student could have one class or several classes in the regular education setting. In addition, an AM common prep time is given to all teachers and SAI teachers have a consultation period in which to coordinate student academic progress thus making for solid communication between school and home and amongst the faculty. Parent support for this inclusion model has been very positive.

Again, the tiered RTI system, monthly department and team meetings, the weekly counseling and administrative meetings, plus SPED teacher and department chair input worked in finding the correct approaches for students and for non-SPED teachers. Not only were student grades and District and State testing instruments used, but the Whole Child approach was employed to guide the overall decision making.

As State Standards and Common Core began to take shape during the SI and SIMS implementation period, teachers took part in District and Site trainings. Administration took the lead by giving support to those departments in need of curricular materials and release time for planning and working with SAI and regular teachers. The SPED department chair and district representatives planned a training for the SPED instructional aides at the beginning of the 2014-1015 school year, replicating and updating past mini-trainings held on Early Dismissal Wednesdays throughout the school year. SPED Instructional Aides also sign-in at the department chair's office and usually brainstorm and conference with the SPED chair on student matters at that time. Additionally, the SAI department presented mini-workshops to the entire faculty on a rotational basis throughout the school year.

Many times educators tend to dislike the numerous meetings that they have to attend and want to get straight to the heart of their teaching. However, in order to teach and succeed with students, students must be assessed and strategies implemented. This is not a stand alone project and given the short time in a traditional school year, streamlining and simplifying teacher reporting tasks and counselor evaluation measures via the tiered RTI systems had to be a constant review and revision process that was built into the daily, weekly, and monthly meetings already in place, while establishing specific meeting times for just the tiered RTI program. Our model RTI inclusion model program is in direct alignment with our School Site Council and LCAP goals, metrics, and supplemental funding plans.

3. Results of the Model

(San Elijo Middle School)

Non-SPED students began to see SPED students in a different light. SPED students were not students to be placed on the sidelines or ignored. In some cases, the SPED students performed better than the non-SPED students in some classes. One SH student, JP who had a condition that warranted a wheel chair, took regular Spanish classes. His aide helped him get to the class in his wheel chair. JP loved being with all the other students and they came to really admire him. He participated and succeeded in his Spanish class. This resulted in many students motivating each other regardless of their SPED designation. When JP promoted to high school, he walked himself across the stage with the help of his crutches though it took him at least twice as long as any other student. Everyone waited patiently and encouraged him on his trek. Every single student, teacher and parent stood and clapped in JP's honor.

Once again, looking through the eyes of the Whole Child approach and seeing that the social and emotional needs of all SEMS students are met, the Severely Handicapped classes meet regularly with the SEMS student group, Circle of Friends. These students volunteer during their lunches to be a part of the SH class, provide support, help students with some learning tasks, and in general, approach the students in an inclusive way. The ASB also created activities whereby school dances were more accessible to SH students and their aides. SH students and aides can be seen "dancing" at lunch time music days. The ASB would also host games days and dances for the SH students in two of their classrooms. These exchanges benefit all SEMS students and set the tone for a campus that welcomes its students regardless of their challenges.

By focusing on "I am Responsible for Myself" and embracing our student inclusion and continuum of education expectation, we currently have 22% of 6th grade SPED students, 44% of 7th grade SPED, and 56% of 8th grade SPED students enrolled in regular classrooms with support. The beauty and the efficacy of the the SI (Schoolwide Inclusion) and tiered RTI (Response to Intervention) program clearly demonstrate how student needs are successfully met. Data for the 2013-2014 school year demonstrates that 3% of 6th, 7th and 8th graders received at least 1 D for the 1st grading period. Only 2% of the 6th, 7th and 8th graders received at least 1 F for the 1st grading period and only .05% of the 6th, 7th and 8th graders had 10% or more absences.

In the first semester of the 2014-2015 San Elijo Middle School year, about 50.67% of the 6th grade SPED students, 68.92% of the 7th grade SPED students, and 78.95% of the 8th grade SPED students were in less than 50% SAI classes. When reviewing the Ds and Fs that all students received, only one (1) 6th grader had 1 F and only one (1) 6th grader had 1 D. The percentage of 6th graders that had more Ds and Fs was 2.06% of 631 6th graders. In 7th grade, there were 9 students with 1 F and 61 students with 1 D. The percentage of 7th graders with Ds and Fs was 13.06 %. In 8th grade, 6 students had 1 F and 38 students had 1 D. The percentage of all 8th graders with some Ds or Fs was 19.35%. Only 0.96% of

(San Elijo Middle School)

SEMS students were absent. Tiered RTI monitoring and intervention strategies do make a difference when the strategies are implemented by caring and committed professionals.

The immediate plan for our second semester is to examine our teacher recommendations for RTI intervention programs and data numbers pulled from our Synergy Student Information System from the first semester. Our RTI leadership team leaders will now meet not only with all students who need to raise their grades, but especially the 8th graders as they begin their second semester before they promote to high school. Our schoolwide RTI and SIMS program data will also be vital to provide a powerful and accurate student profile for the incredibly personal and caring high school transition meetings which our SEMS special education teachers schedule every year with each of their SAI students and their parents.

Our ultimate goal is to pilot converting our current spreadsheet based RTI system to an Online system that is " In The Cloud" and allows for real time data documentation versus the "Snapshot" you get with spreadsheets. The new SIMS Online program will be teacher friendly, allow for accessibility of information, have a powerful data mining ability and ensure a consistency in usage and training. One of the LCAP student progress goals this year was to hire both a districtwide Social Worker and Parent Liaison. Efforts are being made to have these district personnel use our SIMS model and program. This will allow for a deeply implemented K-12 articulated Student Intervention Monitoring System that will maximize the usage of interventions as early as possible to meet the individual needs of each of our 20,000 students and their unique academic, social, emotional, and physical needs with targeted and data driven programs.



**California Department of Education
2015 California Gold Ribbon Schools Program**

Middle and High School Application: Part C

Exemplary Physical Activity and Nutrition



In order to apply for special honors in Physical Activity and Nutrition, a school must first qualify as a California Gold Ribbon School. A separate application is required for that purpose. If the school elects to apply for special honors in Physical Activity and Nutrition, the school must complete the additional Physical Activity and Nutrition Application, Part C, for consideration for an additional award as an Exemplary Program.

37737910105684

County-District-School (CDS) Code – 14 Digits

San Diego

County Name

San Marcos Middle School

District Name

San Elijo Middle School

School Name *(If your school is selected for honors, this school name will be engraved on the award)*

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760-290-2800

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Douglas Hall

Principal's Name

Dr. Kevin Holt

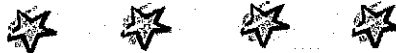
District Superintendent's Name

Doug.Hall@smusd.org

Principal's E-mail Address

Kevin.Holt@smusd.org

District Superintendent's e-mail



Physical Activity and Nutrition Program Synopsis

(San Elijo Middle School)

PE is the primary curricular area for preparing our students to lead active lives and is the only curricular program that can reach virtually all students, regardless of race, ethnicity, gender, physical handicaps or income. Our San Elijo Middle School PE motto "Always Strive for YOUR personal BEST" supports the wisdom of the California State Standards and the commitment to providing PE to students at all levels.

Our PE program strives to increase physical activity, improve health, and contribute to academic performance in all student grade-level state standards, posted on whiteboards in each class, along with high expectations for daily participation help our program excel. Skills/fitness testing and written fitness/nutrition logs allow both teacher and student to set goals and monitor progress to achieving individual goals.

The SEMS PE Department has adopted goals for nutrition and health education for our students in a manner that the District determines appropriate. Our goals for the SEMS nutrition education programs are based on current research and are in compliance with Federal laws and regulations and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. All SEMS PE staff ensure that the PE minutes provided to students exceed the State requirements through planning, organizing, implementing and monitoring exemplary lessons. Our PE team also ensures that 50% of PE time is spent engaging in moderate to vigorous physical activity. Teachers work closely with the SPED Department in an effort to be inclusive with all of our students regardless of their physical or emotional abilities.

Nutrition education and emphasizing a healthy lifestyle is provided as part of the instructional program in grades 6-8. PE is included as a core curriculum which is essential to all students' education and health. Our staff participates in our District Secondary Curriculum Council on Physical Fitness to receive the latest information and research on physical fitness and nutrition.

We ensure all PE classes are modeled and taught by certified PE specialists who have adopted and implemented the activity-focused PE curricula which is research based and consistent with California State Grade Level Standards. Our staff fosters, models and promotes fitness/health information to ensure lifelong health and fitness skills for our students. Annual Presidential Physical Fitness results, as well as being a two-time winner of the 2010 and 2011 Governor's Physical Fitness Challenge, demonstrates the personal commitment, professionalism, and expertise that makes SEMS one of the top Middle School PE Departments in the State of California.

Our PE department works and communicates closely to support and prepare our students for the transition from middle school to high school by extending our PE program to our model lunch time intramural program and afterschool sports teams which are taught by our SEMS credentialed staff.

School Programs and Processes

Theme 1: Planning, Policy, and Oversight

(San Elijo Middle School)

The SEMS staff recognizes the link between student health and learning strives to provide a comprehensive program promoting healthy eating, optimal weight, and physical activity each of our 1840 students. Our PE Staff has developed policies approved by our Governing Board that support and reinforce health literacy through health education, physical education, extracurricular activities, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment and parent/guardian and community involvement. The Board's policy related to student wellness has been developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives and members of the public.

The SEMS PE Department has adopted goals for nutrition education for our students in a manner that the District determines appropriate. Our goals for nutrition education programs are based on current research which is consistent with the expectations established in the states curriculum framework and our site goals in compliance with Federal laws and regulations are designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. These goals are shared with our PTO, School Site Council, and ASB.

Our nutrition education programs foster and promote literacy to encourage students to obtain, interpret, and understand basic health information and services, and to achieve the competence to use such information and services in ways that are health enhancing.

Professional development has included instructional programs and strategies that assess nutrition knowledge and skills. This year our SEMS administration and the Director of CNS have worked closely to improve student access to Breakfast and Lunch opportunities on our physical plant by adding (4) Eagle's Nest food kiosks across campus with the goal to increase then number of students eating breakfast and lunch. Thus far, this year, both breakfast and lunch counts have increased significantly compared to last year. CNS has also assisted us in implementing our "Academic Success Begins with Breakfast" posters that are strategically placed across our campus.

As stated in the Board policy, to encourage consistent nutrition messages between the home and school environment, the Superintendent or designee shall disseminate nutrition information to students, parents, guardians, staff, and the community. Outreach shall emphasize the relationship between student health and academic performance. Our Child Nutrition Services "Wellness in Action!" nutrition education is provided to all staff and parents as part of the instructional program in grades K - 12 and enforced at each of our 18 District schools. Our Wellness Program has become the MODEL program for the 42 School Districts we have in San Diego County.

Theme 2: Healthy Eating, Beverages, and Nutrition Education

(San Elijo Middle School)

The SMUSD Board has adopted nutrition guidelines determined by the District for all food available on each campus during the school day with the objectives of promoting student health and helping students reach and/or maintain their optimal weight.

Our Board believes that food and beverages available to students at District schools should support the health curriculum, promote optimal health and follow all safe food handling procedures. Nutrition standards adopted by the District for all foods and beverages sold to students, including foods and beverages provided through the District's food service program, student stores, vending machines, fundraisers or other venues, meet or exceed State and Federal nutrition standards.

Our Child Nutrition Services (CNS) collaborates with a Nutrition Advisory Council advisor at each school site to enhance the understanding of the food cycle, through food sampling, nutrition marketing and menu planning. This year our SEMS administration and the Director of Child Nutrition Services have worked closely to improve student access to breakfast and lunch opportunities on our physical plant by adding four Eagle's Nest food kiosks across campus. CNS has also assisted us in implementing our "Academic Success Begins with Breakfast" posters that are strategically placed at the cafeteria and across our campus as well as broadcasted on our closed circuit SEMS TV announcements. Nutrition information and educational messages are continually posted on our District school site websites along with the CNS facebook and tweets.

Drinking water is provided at all 18 school sites to comply with the State and Federal Regulations. At SEMS, all students have access to free drinking water in the breakfast, lunch, classroom, and PE court and field areas. Our PTO and CNS also provides free water for our annual 2.62 mile PE mini-marathon participants.

The following are part of the comprehensive health education program focused on the implementation of the exemplary SMUSD Wellness Policy in the area of Nutrition Education. Curriculum materials utilized within the district primarily at the elementary level and are based on current research and aligned with state frameworks in subjects such as mathematics, science, history & social studies, visual & performing arts, and English.

Existing agencies aligned with State Frameworks that were provided to our District teachers include:

Dairy Council of California

USDA Nutrition Education

Harvest of the Month

California Project Lean

Network for a Healthy California

(San Elijo Middle School)

Our District Health Council encourages teachers to seek out new nutrition education materials. It is necessary for all new materials to be presented to the curriculum department prior to any use in the classroom. Both our district and SEMS staff encourages the use of fine and gross motor skills, sports, and any other form of physical activity as a substitute for classroom rewards, celebrations and school fundraisers. This can include non-food items such as water bottles, key chains, extra recess time, school supplies and athletic equipment. Fundraiser food items must meet the Acceptable Food and Beverage Snack List. Using food items as a reward is not allowed due to the negative physical, psychological, and emotional impact it may have on student health.

Our District and School site utilizes multiple forms of communication to educate parents and the community about nutrition including newsletters, handouts, articles, parent teacher meetings, assemblies and our websites. The District Health Council has developed a relationship with school Parent Teacher Organizations (PTO) that will facilitate communication between parents, students and staff to enhance the collective health of the community.

The District Health Council regularly analyzes any available data to determine any changes in student knowledge, attitude or behavior about nutrition. The available curriculum sources aligned with the state framework may be used as measurement and assessment tools to assist with this analysis.

The District Health Council is an active committee which consists of parents/guardians, students, school food service professionals, district administrators, Board representatives, health professionals, members of the public, community services representatives and any other interested persons. The council meets at least four times throughout each school year to review the District's Wellness Policy, wellness procedures, assessment results and new legal regulations. After reviews, the council presents to the Board any updates and recommendations as appropriate.

Teachers also have the option of independently acquiring curriculum materials from approved sources or borrowing the curricula from the district's Supervisor of Nutrition Education and Marketing in Child Nutrition Services. A Nutrition Resource Library with approved curricula, books, videos and other materials are available for checkout. The District strongly encourages the integration of nutrition education into existing curricula and other core subjects. Our district Nutrition Advisory Council (N.A.C.) includes a group of students with a Nutrition Advisory Council (N.A.C.) advisor to be the site ambassadors to learn about and promote a healthy lifestyle through peer-to-peer interactions.

Our District has an annual Wellness Fair and regularly has tasting samples at our site to introduce new food items to our breakfast and lunch menus. Fruits and/or vegetables are provided with each meal served on our site as is 2% regular or chocolate milk.

Theme 3: Physical Education and Physical Activity

(San Elijo Middle School)

The San Marcos Unified School District requires all students to be physically active within developmentally appropriate physical education as part of the academic curriculum. All elementary grade levels (K-6) must provide 200 minutes of physical education every 10 days (CA Ed. Code 51222) and all secondary grade levels must provide 400 minutes of physical education every 10 days (CA Ed. Code 51223). All our PE classes exceed these minutes requirements and are designed by 6-8 grade level specific classes to give ALL students, including those with disabilities, the opportunity to learn through a comprehensive sequentially planned physical education program in accordance with the California Physical Education Framework.

Our SEMS PE program exceeds the principles for quality PE instruction – including:

- a) Grade level specific standards-based instructional content and delivery supported by the physical education framework for California public schools.
- b) Developmentally appropriate sequencing of curriculum consistent with the Education Model Contents Standards for California Public Schools.
- c) Authentic assessment and documentation of meeting state adopted standards.
- d) All school principals are required to collect and file evidence from their physical education teachers that highlight adherence to the District's Physical Education including the 7th grade Physical Fitnessgram Testing. The results are posted in our annual School Accountability Report Card (SARC).
- e) All teachers post the daily lesson on a portable whiteboard and refer to it before, during and after the lesson to maximize student retention and the emphasis on life-long fitness. Both PE Locker rooms have (2) 55" TV's to promote educational messages.

All SEMS PE teachers are NCLB highly-qualified teachers and more importantly ALL model a healthy lifestyle for our students by, not only modeling and participating in unit activities, but also participating in many life fitness community events on their own time. Our PE department also works and communicates closely to support and prepare our students for the transition from middle school to high school by extending our PE program to our MODEL lunch time intramural program which is taught by a credentialed PE teacher, and our afterschool sports teams, which are taught by our SEMS credentialed staff. Both programs provide students certificates and/or shirts for their physical achievement. Our PE staff also ensures that at least 50% of PE time is spent engaging in moderate to vigorous physical activity. Teachers also work closely with the SPED Department in an effort to be inclusive with all of our students regardless of their physical or emotional abilities.

At SEMS, all students have access to free drinking water in the breakfast, lunch, classroom, and PE courts and field areas. Our PTO and CNS also provide not only free water but also T-shirts and awards for our annual 2.62 mile PE "Mini Rock and Run" marathon. Race participants included certificated and classified staff, 6-8th grade Regular Education, Special Education and Severley Handicapped students. Page 17

Theme 4: Employee Wellness

(San Elijo Middle School)

Our Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating, optimal weight, and physical activity for district students and staff. The Nutrition Advisory Council (NAC) has developed policies approved by the Governing Board that support and reinforce health literacy through health education, physical education, extracurricular activities, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment and parent/guardian and community involvement.

Our Board's policy relates to student wellness and has been developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives and members of the public.

Our superintendent has appointed a District Health Council consisting of representatives of the above groups. The council or committee includes district administrators, health professionals, school nurses, health educators, physical education teachers, counselors and/or others interested in school health issues. The district health council assists with policy development and advises the district on health-related issues, activities, policies and programs. The council is charged with planning and implementing activities to promote health within our schools or community. We have our annual Wellness Fair where staff, students, parents, and community members can participate in basic health screenings including health risk appraisals, blood pressure, nutrition counseling and community referrals.

Our Board has also adopted goals for nutrition education in a manner that the district determines appropriate. The District's goals for nutrition education programs are based on current research, consistent with the expectations established in the state's curriculum frameworks, in compliance with federal laws and regulations and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Our nutrition education is provided not only as part of the instructional program in grades K – 12 and shall be integrated into core academic subjects but also encourages our staff to take advantage of the District Wellness Program provided via regular email, monthly website calendar and Connect-Ed calls to inform staff of annual health fairs, flu shot opportunities, basic health screenings, weight loss challenges and discounts to a local gym. Our nutrition education programs foster and promote literacy to encourage students to obtain, interpret and understand basic health information and services and to achieve the competence to use such information and services in ways that are health enhancing. Our CNS and NAC also encourage parents, guardians, staff and the community to serve as positive role models for nutrition education.

Theme 5: Professional Development

(San Elijo Middle School)

Our District, and all 18 of our school sites, provide for the acquisition of skills and knowledge for personal development regarding student wellness, health, and physical well-being. Our District Health Council, our Human Resources Department and our Director of Child Nutrition Services provides regular updates to our plan to all district administrators with critical information to ensure we remain focused and dedicated to improve student health and nutrition.

The District Health Council encourages teachers to seek out new nutrition education materials. It is necessary for all new materials to be presented to the curriculum department prior to any use in the classroom. The District Health Council will assist in reevaluating existing curricula to assure that they are up-to-date with current standards and research. The District Health Council also supports the Curriculum Department in locating and recommending new curriculum materials to provide nutrition education resources to all our classrooms.

Each elementary and designated secondary teacher is required by the district to utilize nutrition education in the classroom during the school year. Each elementary teacher in the District will teach a grade-level appropriate Nutrition Education Unit during the school year. It is the responsibility of the teacher to create a plan for implementing nutrition education into the curriculum in a way that will foster the development of nutrition related concepts.

Curriculum from recommended sources are provided to a minimum of one middle school grade level. PE is the designed class that teaches nutrition at SEMS. A Nutrition Resource Library with approved curricula, books, videos and other materials are available for checkout. The District strongly encourages the integration of nutrition education into existing curricula and other core subjects.

The District will utilize multiple forms of communication to educate parents and the community about nutrition including newsletters, handouts, articles, parent teacher meetings, assemblies and the Internet. The District Health Council will develop a relationship with school Parent Teacher Organizations (PTO) that will facilitate communication between parents, students, and staff to enhance the collective health of the community.

Required communications on the Wellness Policy are to be posted on the San Marcos Unified School District website and hard copies are available to the public at each school and posted on the school websites for parent resources. It is recommended that Wellness Policy information become an annual and integral part of the SMUSD parent and staff orientation at the beginning of each school year.

Theme 6: Community Involvement and Collaboration

(San Elijo Middle School)

Our District Health Council is an active committee consisting of parents/guardians, students, school food service professionals, district administrators, Board representatives, health professionals, members of the public, community services representatives and any other interested persons. The council will meet at least four times throughout each school year to review the District's Wellness Policy, Wellness Procedures, assessment results and new legal regulations. After reviews the council will present to the Board any updates and recommendations as appropriate. The San Marcos Unified School District maintains a contract with the U.S. Department of Agriculture to sponsor free-and-reduced priced breakfasts and lunches for our students who qualify. This program is to ensure that students are able to take full advantage of their education by having nutritious meals available. It is also a way for families to best use their available income by not having to provide for their student's breakfast and lunch.

Schools are encouraged to utilize media such as newsletters, marquee signs, school newspapers, websites, radio and television and other campaigns to disseminate positive messages about nutrition that will reinforce the District's goals for nutrition education. Other local partners that are utilized in SMUSD to provide both physical activity and nutrition educational opportunities include not only our County Health Department and our site program of The Boy's and Girl's Club, but also:

Action for Healthy Kids

A public-private partnership of more than 50 national organizations and government agencies representing education, health, fitness and nutrition, Action for Healthy Kids addresses the epidemic of overweight, sedentary and undernourished youth by focusing on changes in schools.

<http://www.actionforhealthykids.org/about.php>

The Food & Allergy Anaphylaxis Network

FAAN is now the most trusted source of information, programs, and resources related to food allergy and anaphylaxis. Its membership now stands at approximately 22,000 worldwide and includes families, dietitians, nurses, physicians, school staff, and representatives from government agencies and the food and pharmaceutical industries. FAAN serves as the communication link between the patient and others.

<http://www.foodallergy.org>

California Department of Education

Our primary goal is to create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers, and excel as parents and citizens.

<http://www.cde.ca.gov/>

(San Elijo Middle School)

California Healthy Kids

The California Healthy Kids Resource Center (CHKRC) maintains a comprehensive collection of health education materials for use by teachers, administrators, university faculty, LEA staff and other professionals who work with preschool through 12th grade students in school settings and after-school programs.

http://www.californiahealthykids.org/c/@5TIfVIPn3_LIA/Pages/index.html

California School Nutrition Association

The mission of the California School Nutrition Association, as a powerful voice for all involved in school nutrition programs, is to provide a forum for personal and professional development by offering innovative educational programs, supporting legislative efforts and promoting community awareness for the purpose of improving the well-being of California's children.

<http://www.calsna.org/>

ChooseMyPlate.org

MyPlate replaces MyPyramid to provide a visual guide for proportions of food to eat from each food group for optimal health. The key messages introduced with Choose My Plate include make half your plate fruits and vegetables, make at least half your grains whole grains, vary your protein choices, cut back on foods high in solid fats, added sugars and salt and eat the right amount of calories for you.

<http://www.choosemyplate.gov/>

Dairy Council of California

Since 1919, Dairy Council of California has been an innovator in nutrition education. The Dairy Council of California's vision driving our efforts into the 21st century is to be recognized as the premier nutrition education organization and as a catalyst for expanding the acceptance of dairy's health assets. Our mission is to advance the benefits of dairy foods as part of optimal health that best meet the needs of our customers through innovative learning programs, research and communications.

<http://www.dairycouncilofca.org/Default.aspx>

Stay Fit Eat Right

Stay fit. Eat right. Looking good, California! is sponsored by the California School Nutrition Association. An association is like a club of people who work together toward a goal. The members of our association are the people who are responsible for your school meals and our goal is to provide you with safe, nutritious food at school. We have more than 2,000 members in California.

<http://www.stayfiteatright.org>

SMUSD developed our Wellness Policy to promote student health through nutrition education, enhanced guidelines, community involvement and collaboration and physical education and activity. SMUSD strives to create a healthy environment where our students have an opportunity to learn the importance of nutrition and physical activity while being provided nutritionally rich foods and beverages.

Theme 7: Resources, Facilities, and Funding

(San Elijo Middle School)

San Elijo Middle School provides a safe and healthy environment for all 1840 students. Anyone who comes to SEMS immediately notices the beautiful architecture and clean campus. Positive character traits reminder flags are affixed to our light posts, along with our Distinguished Schools and Golden Eagle mascot flags. Our students understand their school is a facility to be proud of and they are expected to keep it in good condition.

This past year our administration and both the Director of Child Nutrition Services and Director of Facilities have worked closely to improve our physical plant with an investment of over \$200,000. Through their efforts we now have improved student access to breakfast and lunch opportunities on our physical plant by adding (4) Eagle's Nest food kiosks across campus and large age appropriate food group poster by the cafeteria with the goal to improve the efficiency and positive environment to increase the number of students eating breakfast and lunch. Further, We not only added two new shade structures and new basketball and volleyball courts dedicated to physical education classes but also asphalted and striped our track perimeter to double the number of classroom activity areas. Our construction team also added several new drinking fountains so students always have access to free drinking water in the breakfast, lunch, classroom and PE court and upper field areas. Our District hired a custodian this year specifically for our gymnasium, locker rooms, and cafeteria areas to ensure that our high standards of cleanliness and safety is maintained with the significant enrollment we have experienced. Annual site facilities inspections are completed and posted in our School Accountability Report Card.

SEMS truly embraces the "Whole Child Philosophy" knowing young adolescents are at risk and vulnerable to negative influences and establishing lifelong fitness habits more than any other age. Physical, emotional, and intellectual needs are continuously weighed on an individual basis so that physical fitness activities and practices balance the unique needs of our students. Our most recent CST score of 919 definitely reinforces that physical activity is linked to improved academic performance, classroom behavior, and school attendance among adolescents. All of our 18 schools in SMUSD have safe and accessible fields for children to play, and a plethora of adequate facilities and specifically designed age-appropriate areas for our PE classes. We also have a joint use agreement to expand physical activity opportunities, programs and services for students, staff and our community involving SMUSD, the City of San Marcos, and the San Marcos Boy's and Girl's Club by jointly sharing our recreational facilities with other community-based organizations before, during and/or after the school day and on weekends. This agreement involves sharing program costs, liability, maintenance and operations. Our joint use policies and practices provide opportunities for physical activity, such as safe and available open space, indoor/outdoor facilities and physical activity programs and equipment, can help promote healthy behaviors, improve academic outcomes and prevent childhood obesity. In a time of shrinking budgets for school districts, joint use projects provide an opportunity to work together to identify creative solutions to achieve shared goals and priorities.